

# Catholic School Journal

A MONTHLY MAGAZINE

OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

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Best wishes to everybody for a happy, holy, fruitful and vacational vacation!

Vacational? That means a change—perhaps a change of scene, but certainly a change of mind and point of view.

The oarsman gets the desired change by exercising a set of muscles that have not been called into prominent play in his regular daily stunts. The teacher gets the desired change by coming down from the rostrum and assuming the work of the student, the gardener or the philosopher-at-large.

One way to make vacation really vacational is to change the color of our spectacles. Have they been blue all year—or irrationally rose-colored? A little green, then, ought to be restful for the days of summer; or a mild orange tint will do our intellectual eyes worlds of good.

The days are divided between living and preparing to live. In vacation it is well for us to remember that to live is the best possible way to prepare to live.

Vacation is a splendid time for getting acquainted—with nature, with books, with human beings; especially with ourselves, as the approach of the annual retreat is certain to remind us.

"The deepest thoughts are always tranquilizing, the greatest minds are always full of calm, the richest lives have always an unshaken repose."—Hamilton W. Mabie. Are our thoughts deep, our minds great, our lives rich?

About those plans for reading, study, lecturing, exercising and what not that we are formulating for the vacation weeks. Let us not make too many of them. Most of us know from experience that, no matter what plans we make, somehow get the most out of our vacations simply by letting the mind lie fallow—or at most by suffering it to be cross-harrowed by an unfamiliar machine.

For some lazy, sun-browned afternoon during the vacation days, an occupation full of pleasure and profit is to unearth our old books of years ago and slowly turn their yellowing pages. How delightfully cocksure we were about things, and how gloriously energetic! As we read, the unformed handwriting seems to run together and blur; is it the ink that is fading, or is it the light that is so bad?

And God? Is He to have no place in our vacation work and our vacation thoughts? From a poet comes the answer:

" \* \* \* There's not an hour  
Of day or dreamy night but I am with Thee;  
There's not a wind but whispers o'er Thy Name,  
And not a flower that sleeps beneath the moon  
But in its hues of fragrance tells a tale  
Of Thee."

**Concerning Retreats.** I have never conducted a teachers' retreat. Possibly that is why I have the hardihood to discuss the subject. Mine may be "a most plentiful lack" of knowledge. And yet that should hardly be so, for time out of mind I have been among those present; in the way of perfection I have "also ran."

Fear—deep, dark, cringing fear—takes possession of me at the prospect of telling the truth about retreats

and those who conduct them. There is so much, so very much, to be said in a complimentary way, that I should have no fear, for not even the saints became really angry when they heard nice things said about them—at least they never chopped the speaker's head off. But, to tell the whole truth, it is necessary to say one or two things that would be sure to displease the potent, grave and reverend; and the saying of them, therefore, would never, never do. For the reverend have a keen nose for the savor of lese majesty, the grave have assassinated their sense of humor before the infant was of an age to act in its own defense, and the potent—well, they have a way with them.

Therefore, prudence whispers, and I heed her low, sweet voice. (Unlike some of the people we hear at retreats, she has a low, sweet voice.) Not mine shall be the task of discussing retreats. But a capable substitute comes in a curious sort of day dream. It is very quiet here by the eastern window and the hills are alluring green in the afternoon sun. The birds are chirping joyously in the trees below me and the lawn-mower—setting an excellent example to the potent, grave and reverend—sings as it labors. And in the midst of the peace and restfulness of the golden day, there floats in through the window a venerable monk, his white hands raised in benison and a refreshing human twinkle in his clear blue eyes. His habit is very different from mine, and I know that he has lived more years than there are hairs on his head; but he sheds about him the perfume of youth and as he smiles I feel it the most natural thing in the world to call him Brother. And he addresses me thus:

"Never mind telling me what you are thinking about, O Brother. I haven't lived in community for seven hundred years and more without finding out how to read faces. Your face is extremely easy to read—so very few marks of deep thought in it. Shows lack of discipline, O Brother, to be quite frank. In my days they never let a novice get through until he had learned the Psalter by heart. Not by rote, mind you, but by heart. But of course you don't know the Psalter either way, do you?"

"Well, about retreats. You are making a very common mistake, O Brother. You seem to fancy that the success of the retreat depends on the little man who preaches it. Oh, I know you didn't actually say so, but that is what was at the back of your mind. Well, you are wrong, very wrong. Supernaturally speaking the success of your retreat depends on God—you know that as well as I do, but you don't realize it as much as you should. And humanly speaking the success of your retreat depends on you. And when we have said that we have practically closed the subject. All that remains now is to make the retreat.

"Not satisfied yet, are you? I see the questions forming on your lips. 'How about the preacher,' you want to ask, 'and the man who gives the conferences and reads the meditations?' Well, what about them? You don't suppose they particularly matter, do you? They are only the ear trumpets through which God speaks to your soul, which by the way seems remarkably hard of hearing.

"Eh? Oh, I understand that objection, too. You are trying to tell me that those human instruments, for all the vicariousness of their functions, cannot eliminate their human qualities; that they remain rigorous or unsympathetic or resentful; that they breathe too loud or haven't learned the art of public speaking or tell pointless stories; that they don't show God as the God of love, that they strain at gnats and swallow camels, that they praise the virtues which they cannot claim. That's what you are thinking, is it not? Just so!"

"My dear Brother Stupidity! Kindly remember what I told you. Those men are the ear trumpets through which

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God speaks. The message is always more important than the medium, the melody than the instrument. Nobody with a sense of the fitness of things expects too much of an ear trumpet. An ear trumpet has its limitations. It is generally an unsightly thing, and often it is made of an inferior grade of rubber. Sometimes it is cracked. Even the best ear trumpet distorts the sounds spoken into it; but the hearer makes allowances for that. The supreme consideration for you is that it is better to have any sort of an ear trumpet rather than no ear trumpet at all."

The old monk folded his hands in the ample sleeves of his habit, and slowly floated toward the open window. At the sill he turned and said:

"Or, to change the figure, Brother mine, he is a wise little monk who applies himself more to drinking copiously of the living waters than to criticizing the design of the fountain—or even of the exhaust pipe."

Away floated the venerable monk until he became a speck of gray against the green of the hills. Then I took up once more the open letter from the desk. "Give my views as to the manner in which retreats should be conducted? Hum! No, I rather think I'd better not."

**And Teachers' Institutes.** I wish that old monk would float in again some time. I should vastly like to get his views on teachers' institutes. They didn't have such things in his day, I know—perhaps that's one of the reasons why he's such a happy old monk and such a remarkably good teacher—but I am sure that his knowledge of human nature in general and his knowledge of the religious life in particular would enable him to say many things more or less pertinent.

Perhaps, though, it is not necessary that he come again. After all, what he was good enough to say about retreats is susceptible of application to institutes, with obvious modifications. One thing, at least, is certain: The success of the institute depends less on the lecturers than on the auditors. What a wealth of fine things, now that we think of it, are said at teachers' institutes! And what a mass of excellent reading matter is suggested for reference and for special study! What a host of pedagogical authorities are annually quoted at their brightest and their best! And we who sit in the seats of the humble with poised pencils and an air of aggressive expectancy hear it all; and some of us fancy that we know it all—that is, that we have heard or read those words of wisdom before.

But how much of it do we realize? How much of the educational wisdom of the ages have we digested and absorbed and incorporated into our thought processes, our conduct and our lives? To what extent does our classroom practice correspond to our institute theories? How many of those theories are working—and workable—theories?

Here, for instance, are three educational truisms:  
**Know thyself.**

**"The child is the father of the man."**  
**"The greatest of these is charity."**

Let us suppose that an institute lecturer of a decidedly unconventional type—if you can conceive an unconventional type—were to write those three sentences on the blackboard and then sit down and allow the assembled teachers to indulge in an hour of silent meditation on them. And let us further suppose—and this is a supposition of considerable magnitude—that every teacher present were to take up those truisms one by one and endeavor to find out to what extent they have worked themselves into his philosophy of life and education. And let us suppose that at the expiration of the hour every teacher were to write out in the form of a resolution a practical reply to the practical question: What am I going to do about it?

Well, that might prove a very successful lecture!

**"How The Other Half Lives."** One very great advantage of the institute is that it gives us an opportunity of broadening our views of educational practice and of exploring unfamiliar portions of the educational field.

It is doubtless a praiseworthy thing for us to strive to learn more and more about the subjects we personally teach and about the plane of education in which we are specifically engaged; but there is such a thing as over-concentration, which is another name for exclusiveness. If we always concern ourselves with our own limited portion of the field there is danger of our getting to such a pass as

to be unable to see the forest for the trees. Intensive farming has its merits; but it is a fine thing now and then for the intensive farmer to jump on a threshing machine and drive across a sixty-acre grain field. It is also a good thing for him to visit the mills and see what happens to his grain after it leaves his hands; and it is the best thing of all that he take a flying trip to the city and see what manner of men are the ultimate consumers.

Therefore, during the institute season, let the college president attend a class in kindergarten methods; and let the primary teacher follow a few lectures in advanced English and bacteriology. For the professor of philosophy attendance—even silent attendance—at a discussion of "How to teach geography in the fifth grade" would be a commendable thing; and a dip into a course in domestic science—where they kill real live vegetables right before your eyes—is calculated to assist in many ways the man who spends most of the academic year discussing canned classics.

Every little while a college professor assures us that teaching in the grades is not all that it should be; and now and then from the patient grades is raised a reproachful finger pointing in the direction of the colleges. Seeing "how the other half lives" would help both halves.

**The Middle-class Mind.** A keen observer and a bit of philosopher is Mr. Sidney Brooks. Looking at conditions in this country from the point of view of an Englishman who has traveled considerably and read much, he ventures to call our attention to a peculiar phase of our national mentality. What he says does not specifically apply to educational problems; yet it is not without interest to the teacher. At any rate, his words—and they are pregnant words—are deserving of a little quiet meditation, especially during these vacation days when nothing that is human can be foreign to us. He says:

"While the sum total of American intelligence is undoubtedly impressive, it is more by reason of its quantity than its quality. I mean that the educational system of the country has rather raised a great and unprecedented number of people to the standard of what we in England should call middle-class opinion than raised the standard itself, and that as a consequence the operative force of American politics is middle-class opinion left pretty much to its own devices and not corrected by the best intelligence of the country. And middle-class opinion, especially when left to its own devices, is a fearsome thing. It marks out the nation over which it has gained control as a willing slave of words, a willing follower of the fatal short-cut, a prey to caprice, unreasoning sentiment and the attraction of 'panaceas,' and stamps broadly upon its face the hall-mark of an honestly unconscious parochialism. Such, to be quite candid, appears to me to have been too much its effect in America. I know of no country where a prejudice lives so long, where thought it at once so active and so shallow and a praiseworthy curiosity so little guided by fixed standards, where a craze finds readier acceptance, where policies that are opposed to all human experience or contradicted by the most elementary facts of social or economic conditions stand a better chance of captivating the populace, or where men who are fundamentally insignificant attain to such quaintly authoritative prestige."

**Fable For Teachers.** Once upon a time there were two teachers who dwelt together in community in great and holy amity and who throughout a long and busy school year worked gladly side by side. And when the closing exercises were over and the vacation time had come, they spoke to each other of their plans.

"I," said the first teacher, "am going to make the most of my vacation. Every morning I am going to read four hours in works on the Philosophy of History in order that I may improve my mind. In the afternoon I intend to study German and Chemistry; and in the evenings I shall alternate between Psychology and Mental Therapeutics. Only the bell for retiring has a distressing way of ringing at nine o'clock, I might be able to fill up on History of Education. But I don't want to undertake too much."

"I," said the second teacher, "have not the depth of mind and tenacity of will that must go with your plans. I think I shall just take things easy for a while. Of course, I'm not going to be idle. I want to do a little literary

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## Catholic Educational Association to Meet in Atlantic City, June 29 to July 2

The Eleventh Annual Meeting of the Catholic Educational Association will be held at Atlantic City, New Jersey, on Monday, Tuesday, Wednesday and Thursday, June 29, 30, July 1 and 2, 1914. The meeting is held under the auspices of Rt. Rev. James A. McFaul, D. D., Bishop of Trenton, who has extended a cordial invitation to Catholic educators to hold their meeting in his diocese, and who has given his generous assistance in the preparations for the meeting. He has appointed Rev. W. J. McConnell, the superintendent of schools of the Trenton diocese, to have charge of the arrangements, and everything at the present time indicates that the meeting will be fully as successful as any which has been held by the Association. Through the kindness of the Augustinian Fathers St. Nicholas church has been given for the religious services, and the large and commodious halls of the new school building adjoining are available for the business of the meeting. A cordial invitation is extended by the Right Reverend Bishop, by Rt. Rev. Msgr. Shahan, President General of the Association, and by the Presidents of the Departments, to all Catholic educators, to all pastors and teachers and others interested in Catholic education to attend the Convention.

### Religious Service and Place of Meeting.

The Meeting will open with Pontifical Mass to be celebrated in St. Nicholas Church. The Right Reverend Bishop will deliver an address of welcome on this occasion.

The halls of St. Nicholas School which adjoins the church building have been placed at the disposal of the Convention by the Augustinian Fathers in charge. Every facility will be afforded for conducting the business of the Convention in an expeditious and satisfactory manner.

The headquarters for the officers and committees will be at the Hotel Rudolf, on the beach. A large hall in this hotel is available for the purposes of the Convention, and suitable rooms have been assigned for the committee meetings and conferences.

### Registration, Railroads, Hotels, etc.

The usual registration office will be open at headquarters and also at the Convention hall. The Treasurer General, Rev. Francis T. Moran, D. D., will direct the work of the assistants in charge. Members are requested to register as soon after their arrival as possible and also to pay their annual fees if not already paid. A badge to be worn during the Convention is given to the members at the time of registration.

Atlantic City, being one of the great excursion centers of the country, enjoys the advantage of special rates from all points during the season. Those who expect to attend the Convention may obtain information in regard to railroad fare by consulting their local agent.

Priests who wish to say Mass during the time of the Convention should write to Rev. John A. Howard, O. S. A., St. Nicholas Church, Atlantic City, N. J. Every effort will be made to accomodate those who apply in the order in which their application is received.

Atlantic City has a very large number of good hotels and boarding houses. Among the principle hotels are the Rudolf (Convention headquarters), the Chalfonte, Marlborough-Blenheim, Brighton, Traymore, Dennis, Chelsea, Haddon Hall, St. Charles, The Strand, The Grand Atlantic, Shelburne, Craig Hall, Galen Hall. Persons desiring accomodations should write at the earliest convenient moment.

The hotels are splendidly equipped, and service is good. The rates are on the American plan and range from four dollars a day up. As the place is compact, there is nothing to be gained in taking meals away from the hotel, and for this reason the American plan is practically universal.

### Atlantic City Famed For Conventions.

Atlantic City is known throughout the country as one of the finest of the watering places of the Atlantic Coast. On account of its special advantages it has become a noted convention city, and many organizations hold their annual meetings there year after year. The accomodations are excellent in every respect, and the city with its numerous and high-classed hotels, has taken care of conventions at which an attendance of some thousands was registered.

The city has a large resident population, and there are four Catholic churches and a number of religious institutions in the place. Some of the religious communities have provided homes so that the sisters who need rest and recuperation may have the benefit of the sea air. There is a strong spirit in the city and everything is done to promote the welfare and comfort of the high class of patrons who frequent the place.

### Monday Afternoon, June 29.

3:00 P. M.—Meeting of the Executive Board of the Catholic Educational Association, Hotel Rudolf; 8:00 P. M.—Reception to members of all Departments and Sections at hotel parlors; Registration; 8:30 P. M.—Meetings of the Executive Committees of the Departments and Sections at the call of the respective chairmen. These meetings will be held in the parlors of the hotel.

### Tuesday Morning, June 30.

9:00 A. M.—Mass, St. Nicholas Church. Address by Right Reverend Bishop McFaul.

**GENERAL SESSION AT ST. NICHOLAS SCHOOL**  
11:00 A. M.—Opening of the Convention. Reports. Appointment of Committees. Miscellaneous Business; Paper: "Correlation and Teaching or religion." by the Very Reverend James A. Burns, C. S. C. Discussion.

### Tuesday Afternoon, June 30.

**COLLEGE DEPARTMENT AT ST. NICHOLAS SCHOOL**—All sessions of this Department and its Sections will be held in St. Nicholas School unless otherwise announced. 2:30 P. M.—Opening of conference. Business session. Address of the President, Very Rev. J. F. Green, O. S. A. Paper: "The Scope and Meaning of a Liberal Education." By the Very Reverend Augustine Stocker, O. S. B. Discussion.

**PARISH SCHOOL DEPARTMENT**—All sessions of this Department and its Sections will be held in St. Nicholas School unless otherwise announced. 2:30 P. M.—Opening of conference. Business session. Address by the President, Rev. Joseph F. Smith. Paper: "Present-day Tendencies in Education." By Brother John B. Nichol, S. M., Principal of St. Michael's School, Brooklyn, N. Y.

**DEAF MUTE SECTION**—2:30 P. M.—Opening of Conference. Business session. "Twenty-five Years with the Deaf." By Rev. M. M. Gerend, St. Francis, Wis.

**SUPERINTENDENTS SECTION**—4:00 P. M.—Opening of conference. Business session. Address of the chairman, Rev. H. C. Boyle. Paper: "First year Demands of the Classical Course in Catholic Colleges."

**TEACHERS' MEETING**—4:00 P. M.—Program to be announced later.

**SEMINARY DEPARTMENT AT ST. NICHOLAS SCHOOL**—The sessions of the Seminary Department will be held in St. Nicholas School. The program for the De-



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Rt. Rev. T. J. Shahan, Pres. of C. E. A.

partment will be announced later.

**COMMITTEE MEETINGS.**—8:00 P. M.—The various committees appointed by the Association and the Departments meet at this time to prepare reports; 8:00 P. M.—Various conferences which have been arranged during the year for the discussion of practical educational problems will be held at this hour. The halls of St. Nicholas School and the rooms of the hotel are available for the purposes of these meetings.

### Wednesday Morning, July 1.

**COLLEGE DEPARTMENT AT ST. NICHOLAS SCHOOL.**—9:30 A. M.—Paper: "Two Essential Notions of Scholasticism." By the Reverend R. N. Tierney, S. J., Editor of "America." Discussion. 10:30 A. M.—Paper: "Mathematics in the High School." By Brother Adam Hofmann, S. M., St. Mary's College, Dayton, Ohio. Discussion.

**PARISH SCHOOL DEPARTMENT AT ST. NICHOLAS SCHOOL.**—9:30 A. M. Paper: "The Relation Between Vocational and Non-Vocational Courses." By the Reverend Albert Muntsch, S. J., St. Louis University, St. Louis, Mo. Discussion. 10:30 A. M.—Paper: "Efficiency in the Grammar Grades of our Catholic Schools." By Rev. Brother Pitts, F. S. C., Calvert Hall College, Baltimore, Md. Discussion.

**DEAF MUTE SECTION.**—9:30 A. M.—"Field Work for the Deaf," by Rev. Eugene Gehl, Wisconsin.

**SEMINARY DEPARTMENT.**—9:30 A. M.—Meeting.

**GENERAL MEETING—ST. NICHOLAS SCHOOL.**—12:00 M.—Election of officers for the ensuing year. Miscellaneous business.

### Wednesday Afternoon, July 1.

**PARISH SCHOOL DEPARTMENT—SUPERINTENDENTS' SECTION.**—4:00 P. M.—Paper: "The Organization of a Diocesan School System." By Brother John Waldron, S. M. Discussion. Rev. J. M. Gannon, D. D. Paper: "When and How May Written Examinations be Employed with Profit in a Parish School?" By



St. Nicholas Church and School, Where Meetings Will Be Held.

Brother Austin, F. S. C. Discussion. Business meeting. Election of officers. Adjournment.

**TEACHERS' MEETING.**—4:00 P. M.—Program to be announced later.

**GENERAL SESSION.**—8:00 P. M.—"Education and the State." Address by the Rt. Rev. Monsignor, P. R. McDevitt, Superintendent of Parish Schools of the archdiocese of Philadelphia.

### Thursday Morning, July 2.

**COLLEGE DEPARTMENT.**—9:30 A. M.—Business meeting. Election of officers. Resolutions. Discussions. Miscellaneous Business. Adjournment.

**PARISH SCHOOL DEPARTMENT.**—9:30 A. M.—Business meeting. Report of Committees. Election of officers. Paper: "Influences Affecting the Delinquent Child." By Rev. Brother Henry, F. S. C., Director of the New York Catholic Protectory, New York City. Discussion. Paper: "Technical Grammar—its place in the Elementary School Curriculum and its Terminology." By the Reverend John A. Dillon, Superintendent of Parochial Schools, Newark, N. J. Paper: "Religious Teaching." By the Reverend C. J. Holland, Pawtucket, R. I.

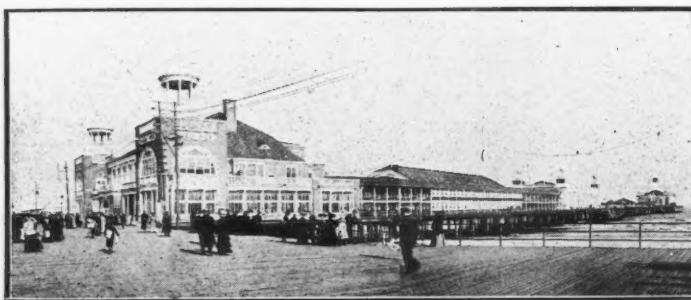
**SEMINARY DEPARTMENT.**—9:30 A. M.—Meeting. COMMITTEE ON RESOLUTIONS.—1:00 A. M.—

Final meeting of the Committee on Resolutions. All resolutions which are to be presented to the Association should be handed in to some member of this Committee before this meeting.

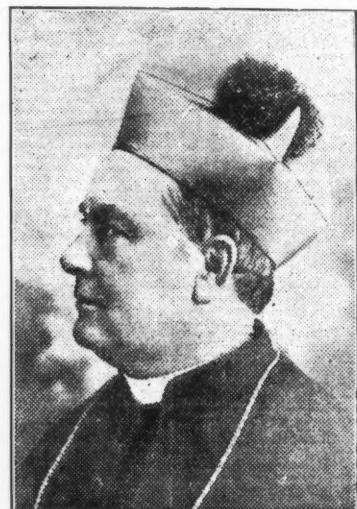
**GENERAL SESSION.**—11:30 A. M.—General meeting of the Association and all its Departments and Sections. Reading of resolutions of the Association. Miscellaneous business. Adjournment.

### Thursday Afternoon, July 2.

3:00 P. M.—Meeting of the new Executive Board, Hotel Rudolf.



Section of Board Walk and Casino Pier



Rt. Rev. Bishop McFaul

## SOMETHING DIFFERENT IN VACATION PLANS. SUGGESTION FOR A LITERARY RETREAT.

By Brother Leo, F. S. C., Professor of English in St. Mary's College, Oakland, California.

The late Marion Crawford somewhere wrote that, to his notion, it would be an excellent thing for book lovers to make now and then a literary retreat, just as religious persons make a spiritual one. Unfortunately, the gifted novelist failed to offer any suggestive details, assuming, no doubt, that those of his readers who cared to make such a retreat would need no advice and that those in need of aid would not avail themselves of it. Or perhaps—and this, I confess, seems more likely—the idea of a literary retreat struck Crawford as a genial and playful fancy—a butterfly of the mind which it would be cruelty to pin to the board of a program.

Now, I sympathize keenly with that butterfly. But I also am exceedingly curious to see it taken in a net, duly chloroformed and appropriately displayed. In other words, I am convinced that for the average teacher a literary retreat, entered into with even the smallest degree of earnestness, is by no means the worst thing in the world. And since the editor of The Catholic School Journal suggests that for this June issue I offer some suggestions for vacation work, I find this retreat idea ready to hand. The planning of it has proved to be a rather fascinating proceeding.

This is to be an eight days retreat. Its object is to renew the literary spirit by bringing home to ourselves some of the fundamental truths of art in its relation to life—especially to our lives. A generous plunge into the suggested readings and some meditation along the lines set forth in the following paragraphs will constitute the general exercises. The resolutions and the acts of application must necessarily be left to individuals. Some specific fruits may be a clearing of perception in regard to literary values and a renewed interest in those books which the world has rightly regarded as great books.

For each of the eight days we offer a lecture outline—a resume of meditation, if you prefer—one or two great books from which readings may be made in the light of the lecture, and a book or two which fall into the class of books-about-books. At least one-half of the time should be devoted to reading the great book; the other half may be divided between reflection on the lecture and amplification of its points and the reading of the book-about-books.

### FIRST DAY.—THE GREAT BOOK.

Let us try to formulate for ourselves a working definition of literature. To that end let us consider some of the essential characteristics of the great books of the world.

1. **Magnitude of theme.** There is in all great literature what might be styled the element of bigness. A poem of the first order, for instance, could never be written on a pansy. The great books invariably deal with big subjects and in a big way. The truth of this statement may be tested by a rapid review of some of the masterpieces of the world's literature—*The Iliad*, *"The Divine Comedy,"* *"Macbeth,"* the autobiographies of St. Augustine and St. Teresa, *"Paradise Lost,"* *"Faust."*

2. **Truth to life.** The great literary artist is not a philosopher sitting in a tower and spinning theories like Carlyle's diverting professor. He is rather a man who knows man and who knows men. Both personally and vicariously he is one who has "loved and suffered and renounced." He must be a realist in the best sense of the word. He is less concerned with life as it ought to be than with life as it is. He paints life from the living model; and he puts into his portrait more than appears on the surface. He sees quite through the deeds of men. He judges not according to appearances; he studies motives and results. In the fine phrase of Browning, he gives us no more of body than shows soul.

3. **Universality of appeal.** The great book is immortal because it finds a response in the mind and the heart of all

sorts and conditions of men. It is not of an age, but for all time. It appeals to the man of culture and to the man in the street, to the nun in her cloister and to the queen on her throne. At sight of the great book, all men lift their hands and say: "How true that is! Here is the story of my life, and the story of my neighbor's life." One touch of art makes the whole world kin.

**For reading:** *"Hamlet,"* *"The Imitation of Christ."* Brother Azarias' *"Philosophy of Literature,"* chap. iii. Hamilton Mabie's *"Short Studies in Literature,"* chaps. i, ii, iii.

### SECOND DAY.—THE GREAT WRITER.

Let us convince ourselves of the great truth underlying Buffon's casually uttered and frequently misquoted remark: *"Le style est de l'homme meme."* Let us reflect on Dr. Curry's statement: "Art is the intervention of personality.

1. **Personality.** All men are alike, and all men are different. The great writer is akin to other men in the common experiences of humanity; he stands apart from them on account of his personality. Following Mr. Mabie, we may say that included in personality are temperament, quality of imagination, point of view, artistic sense, education and faculty of expression. The last mentioned is the pre-eminent trait of the great writer; he not only knows life, but he is able to express his knowledge.

2. **Attitude.** Some great writers view life from the inside out; others, from the outside in. The former are subjective; the latter are objective. The subjective writer writes of himself and incidentally explains the world; the objective writer writes of his neighbor and in so doing explains himself and all men. St. Augustine is subjective; Shakespeare is objective in *"The Idylls of the King"* and subjective in *"In Memoriam."*

3. **Ideals.** As a man thinks, so is he. Quintilian rightly held that a great orator—and he might have said the same of a great writer—must be a good man. "A filthy mind," said a gifted woman, an English novelist, "makes filthy art." Goethe held that his works are "one great confession."

**For reading:** *"The Ring and the Book."* Mabie's *"Essays in Literary Interpretation,"* chap. ii.

### THIRD DAY.—POETRY.

Let us consider that the distinction between poetry and prose is not merely formal. In prose there is a preponderance of thought; in poetry, a preponderance of emotion. In prose, emotion is a means to an intellectual end; in poetry, thought is a means to emotional end.

Let us consider the principle classes of poetry.

1... **Narrative poetry.** The interest centers mainly in what happens. The Great Epic, or epic of growth, records a significant phase in the life of a race, usually the heroic or primitive age. Its principle character is a "culture hero" who in some way is a model to his people and their benefactor. The minor Epic, or epic of art, is a serious imitation of the great epic. Thus, the *Odyssey* is an epic of growth; the *Aeneid* is an epic of art.

2. **Lyric poetry.** It has been admirably defined, "The brief expression of subjective emotion." The interest centers in the poet—or, more accurately, in the poet's mood. In form it is flexible and varied.

3. **Descriptive poetry.** It is based on the relations of man to nature—the house in which he lives, the stage upon which he plays his part. Since literature is the expression of life, and since life is strongly and deeply affected by nature, it follows that the influence of nature on literature is correspondingly strong and deep.

**For reading:** *"Beowulf,"* *"Lead, Kindly Light,"* *"To a Skylark."* C. F. Johnson's *"Forms of English Poetry."*

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### FOURTH DAY.—THE DRAMA.

Let us reflect on this definition: **A drama is a story arranged to be presented by actors on a stage before an audience.** Both in comedy and tragedy, the action ordinarily turns upon a conflict of wills. There are three possible types of conflict:

**1. The individual versus fate.** As here used, the word **fate** is merely a convenient symbol for what has been variously called destiny, the gods, Nemesis and Karma. In the Christian conception it is called the Providence of God. This type of conflict is emphasized in the plays of Sophocles.

**2. The individual versus environment.** Material for both tragedy and comedy is furnished by the vision of man beating like a captive bird against the bars of his limitations. The clash of the individual, for example, with social conventions may be humorous as in "Le Bourgeois Gentilhomme;" or tragic as in "Hedda Gabler."

**3. The individual versus himself.** "The flesh warreth against the spirit and the spirit against the flesh, for these are contrary." Here is the basis of the third type of conflict, the type which the greatest of dramatists has made his province. "Hamlet" is perhaps the world's supreme dramatic masterpiece, because it embodies all three types of conflict. "The time is out of joint (**environment**) O cursed spite (**fate**), that ever I (**individual**) was born to set it right."

**For reading:** The *Oedipus Tyrannus*; "Twelfth Night." Clayton Hamilton's "Theory of the Theater."

### FIFTH DAY.—THE NOVEL.

Let us reflect on the universality of the story-telling instinct of which the art of fiction is a systematization. "And without **parables** He spake not unto them."

**1. Elements.** The elements of the novel are the characters, the plot and the setting. The characters are the persons in the story; they may be principle or secondary, stationary or developing, individuals or types. The plot is the organized action of the story—organized because it has a clearly marked beginning, middle and end. The setting is the background of scenery, manners, ideas, social circumstances against which the plot is unwoven and in the midst of which the characters live and move and are; the setting is the environment.

**2. Classes.** If the emphasis is laid mainly on the characters, we have the analytical or psychological novel, such as "The Scarlet Letter." If the emphasis is laid mainly on the plot—that is, if the reader is interested chiefly in what happens, in the events—we have the novel of action or the historical novel, such as "Ivanhoe." If the emphasis is laid mainly on the setting, we have sometimes the problem novel, such as "Ramona;" and sometimes the novel of manners, such as "Pride and Prejudice."

**3. Methods.** These are two: The discursive and the compact. The discursive method employs many characters, frequently changes the details of setting and in general takes an extensive view of life. Such is the method followed by Thackeray in "Vanity Fair." The compact method centers attention on but one or at most a very few characters, preserves unity of setting and takes an intensive view of life; such is the method followed by Monsignor Benson in "The Sentimentalists."

**For reading:** Any standard work of fiction. Bliss Perry's "A Study of Prose Fiction."

### SIXTH DAY.—THE ESSAY.

Here we have a word of many meanings. Montaigne first applied it to the literary form that is not poetry and not drama and not prose fiction.

**1. Development.** The essay is never found early in a peoples' civilization; there were no essayists in the days when the Homeric poems were produced. It comes late because it appeals to a cultivated and mature taste—note that young children do not take kindly to the essay—and because it presupposes knowledge and reflection.

**2. Elements.** The **matter** of the essay is as varied as life itself; its scope ranges from the Synoptic Gospels and the Fourth Crusade and the knocking at the gate in "Macbeth" to sealing wax and cabbages and kings. The **form** of the essay is not less flexible. Both are largely determined by the most important element of the three, the **personality** of the author.

**3. Classes.** To list the variety of essay classes would be an exhaustive and exhausting task. We have essays historical, biographical, literary, descriptive, impressionistic, epistolary, didactic and scientific—all according to

the emphasis laid upon one or other of their elements.

**For reading:** The *Meditations* of Marcus Aurelius; Charles Lamb's "Dissertation on Roast Pig." Agnes Repplier's "Books and Men."

### SEVENTH DAY.—CLASSICISM.

We come now to two literary movements or attitudes, Classicism and Romanticism. We find the same ideas applicable in actual life. Our friends are either Classicists or "Bromides," or Romanticists or "Sulphites." In literary analysis the same holds true: Polonius, the "Bromide," is Classic; Hamlet, the "Sulphite," is Romantic. The principle traits of the Classic are:

**1. Imitation.** The Classic writer worships rules; he writes by the book. He is a great hand at quotation. He models not only his writing but his view of life on certain accepted models. Pope is an example. The Classic attitude is a movement away from life.

**2. Intellectuality.** The Classic book is a thing more of the mind than of the heart. Hence it is that Classic writers are rarely in the first rank—witness Virgil as compared with Homer, Pope as compared with Wordsworth, Bulwer-Lytton as compared with Thackeray.

**3. Objectivity.** Being a movement away from life, the Classic attitude has more regard for the manifestations of human nature in the conventionalities of life and art than for human nature as revealed in art and life.

**For reading:** Boileau's "Art of Poetry;" Pope's "Essay on Criticism." Gelett Burgess' "Are You a Bromide?"

### EIGHTH DAY.—ROMANTICISM.

Romanticism is the attitude directly opposed to Classicism; it is the "back to nature" movement manifested in literature. Its principle characteristics are:

**1. Originality.** The Romantic writers are the literary pathfinders; they are the blazers of trails, the discoverers of new worlds. They manifest independence of thought, they experiment with new forms, they rebel against recognized rules and canons. Where the Classicist says: "This has never been done before, therefore, we must not do it," the Romanticist says: This has never been done before, therefore, let us do it now!"

**2. Emotional note.** It was the Romantic Keats who exclaimed: "Oh, for a life of emotions rather than thoughts!" The Romanticist takes a keen delight in nature, in the past or in the future rather than in the present; he is attracted to the mysterious, the startling, the unexpected; he is generally surcharged with religious or patriotic intensity.

**3. Subjectivity.** The great lyric poets have been Romantic poets, because an essential trait of Romanticism is what has been called "the intrusion of the ego." The Romanticist writes mainly of himself, of his aspirations and his moods.

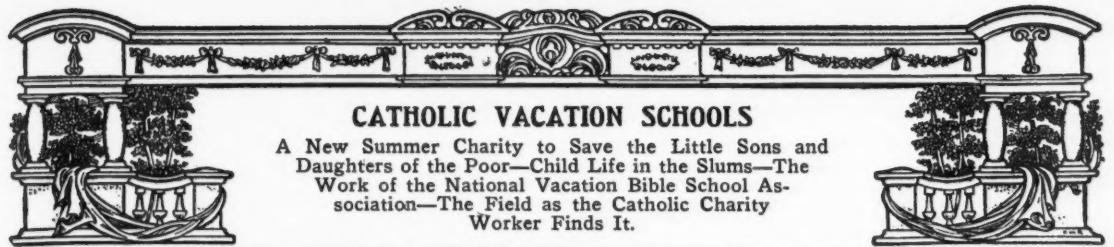
**For reading:** "The Ancient Mariner." Beer's "English Romanticism."

### RELIABLE SCHOOL FURNITURE HOUSES.

If your school is to buy desks or furniture of any kind this year be sure to write to some or all the following reliable manufacturers for prices and information. These companies guarantee satisfaction to all buyers and they show special courtesy to Catholic schools in advertising their lines in this special medium of Catholic teachers and promoter of Catholic educational interests.

There are some other school furniture concerns that will take all the business they can get from Catholic schools, but refuse Catholic school interests the courtesy and benefit of advertising in the special medium of Catholic teachers, while they advertise in public school magazines most liberally. When you can get good furniture at right prices from those who show a friendly spirit towards Catholic school interests, why not do business with them? We can recommend all of the following long established furniture concerns as showing special consideration towards Catholic school interests. Cut out this little note and list and hand it to whoever buys furniture for your school. It is a matter of mutual interest.

Write for prices and circulars to Columbia School Supply Company, Indianapolis, Ind.; Peter & Volz Company, Arlington Heights, Ill.; Langslow-Fowler Company, Rochester, N. Y.; Haney School Furniture Company, Grand Rapids, Mich.; Moore Manufacturing Company, Springfield, Mo.; J. L. Hammert & Co., Boston, Mass.; Sears, Roebuck & Co., Chicago; Steel Furniture Co., Grand Rapids, Mich.



## CATHOLIC VACATION SCHOOLS

A New Summer Charity to Save the Little Sons and Daughters of the Poor—Child Life in the Slums—The Work of the National Vacation Bible School Association—The Field as the Catholic Charity Worker Finds It.

By Edward F. Garesch, S. J.

By way of prelude let us picture to ourselves the situation. First of all, when the schools close in summer there goes out into the slums of our big cities a great crowd of little children, freed from all the salutary shelter and restraint of school. By tens of thousands they swarm all day about the alleys and the street corners, in constant peril of body and soul. During the year they were kept safe for the greater part of the day in the comparative cleanliness and quiet of the schoolroom; but now they are a part of the wild life of the street from dawn to dark. No one has very much care of their little bodies or their little souls save the drayman, who must keep from running them down; or the policeman, who must see to it that they do no mischief to other folk's property.

It is not difficult to see how deplorable is the state of these little sons and daughters of the poor. They have indeed a hard way of it—to develop any Christian decency out of the life of the dusty street. They swarm like flies—as numberless and scarcely more regarded. One could scarcely fancy a worse environment or a more desperate lack of training for Christian children in a Christian land.

To help ourselves to realize the state of these poor children, let us take a paragraph or two from the remarks of the Honorable Julius M. Mayer, justice of the Court of Special Sessions in New York City, who writes on "The Child of the Large City," in the reports prepared for the International Prison Commission, by the Commissioner for the United States. One may find the full report in the House Documents, Volume 50.

Speaking of the child life of New York City, he says "It is safe to say that in the life of New York City bad environment is a powerful factor as an influence in child life. 'Fagin' is a reality on the lower east side of the city. Case after case has come before the court in which it has appeared that children have been taught to steal by older boys and young men, who use these children as their tools and who profit from their crimes. The picking of pockets and the snatching of purses, chatelaines and other articles in which women carry money and valuables is sadly prevalent.

"The skill of these child pickpockets is little less than marvelous. They usually work in threes, one boy opens the purse or chatelaine and grabs the money. He passes it to another boy, who disappears as fast as he can, and the third boy, throughout the transaction, by one expedient or another, diverts the attention of the person whose pocket is being picked or whose property is being taken. In a large percentage of these cases the parents are respectable, hard working people. The children who belong to this class are most largely children of the more recent immigrants, and while the parents are in most cases decent and hard working, their struggle for existence is so hard that they do not seem to be able to give to their children that attention which more fortunate parents in less congested neighborhoods can give. The life of the children is in the main on the street, and it is there that they form these dangerous associations."

After giving an account of another sort of juvenile delinquents who steal lead pipe and copper wire, he goes on to say: "For the class of crime referred to under this head, there can be no specific remedy suggested. It will continue so long as the population in certain parts of the city is congested, and the opportunity for close association with older and criminal boys and youths made easy. As the work of the settlements and the various other educational and philanthropic activities progresses, and as more children are drawn thereby to attractive surroundings, we may hope for less of this kind of crime."

Thus run the observations of one experienced student of conditions. There is no need to multiply like testi-

mony. The situation which Justice Mayer has described in New York exists with but slight changes in the purlieus of nearly all of our greater cities.

### The Parish School for Vacation Use.

So much for the first part of the picture. But now consider that at the very moment when these swarms of neglected children, most of them pupils in public schools, are turned out to play in the gutters and the streets, our own parish schoolhouses are likewise cleared of all their lively young inhabitants. There they stand, empty and roomy, all the summer long, ready to be used in any good work which needs house room and shelter. They would be excellent places for vacation schools.

Finally, and this is the most significant part of the picture, at the very time when these schoolrooms stand empty and inviting, and when the neglected children swarm about the streets, a great number of Catholic young men and young women, Sodalists and others, find themselves with abundant leisure, more free and more able to engage in any interesting occupation they choose, than at any other season of the year. They would be very much the better, most of them, for doing something for their neighbor. A little regular occupation would lend all the more zest to their summer holiday. Contact with these little denizens of the streets would be an interest and amusement for them; they would gain a great deal both mentally and spiritually, and would learn many a salutary and practical bit of lore themselves if they were to undertake the task of teaching for a little while a week in a vacation school.

But what are vacation schools? The thing seems a contradiction in terms. Do such institutions actually exist or is all this only a utopian scheme?

Vacation schools do exist. There are a number of them in our country, and from what one hears the work is flourishing, though not precisely in the way that a Catholic might wish. Not to mention the numerous city vacation schools, which we cannot delay to dwell on here, there is a national association called by the significant name of the National Vacation Bible School Association, which conducts not a few vacation schools among us. Its purpose was stated by its national director, the Rev. Mr. Robert G. Boville of Brooklyn, in a letter written last summer to the Brooklyn Daily Eagle to be: "To enlist for the welfare of children the use of church properties of all communions during the vacation season to keep the children off the streets; to give them useful occupation, good music, and a wholesome unsectarian Christian influence through the comradeship of manly and womanly teachers and simple exercises, in which the recitation of choice psalms, the use of the Lord's prayer, stories about Bible heroes, talks on good habits, and patriotic exercises constitute the material employed."

### The Proselytizing of Protestant Vacation Schools.

Mr. Boville energetically disclaims any intention to proselytize in these vacation Bible schools, but on the Catholic side their efforts are naturally regarded with disfavor. It goes without saying that many a Catholic child wanders into these "Bible classes." Indeed, a movement has already been begun among the Catholics of New York to counteract the influence of these vacation Bible schools, and we hope to give a detailed account of it in another issue.

But the activities of the National Vacation Bible School Association are not confined to New York. About the same time that this letter appeared Mr. John Wanamaker, addressing a meeting of this association held at the St. Denis Hotel in New York, declared:

"You young people are doing a noble work by staying here and devoting your vacation to instructing these little

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folks, instead of going off to the mountains. I congratulate you on your services. You are giving to the world a practical demonstration that the Church of God is not only a place for worship on Sundays, but is to be used all the week in service to humanity.

"We are doing work along the same lines in Philadelphia, being guided by you who started the philanthropic work in New York. There is no business organized along better lines than this Vacation Bible School Association. Some people believe," he went on, "that the churches go out of business in summer, but that is not true; we have 212 vacation Bible schools in that many churches in thirty cities of this country, in which there is an enrollment of about 50,000 children, with a staff of some 900 teachers."

The statistics are rather impressive. In 1901 there were 1,000 registrations; in 1902 there were 2,711 and the expenses were \$2,400. In 1903 there were seventeen schools with 4,000 registered pupils, and the expenditure was \$4,900. The instructions in these summer schools was, of course, of a rather "summery" sort. Bible classes conducted in "realistic ways" were the staple religious feature. But, besides that, there were classes in all the various departments which the ordinary vacation school can boast of. Songs and calisthenics, hammock making and mat weaving, cane seating chairs, first aid to the wounded and what-not.

This movement has grown and spread. Let us glance at the work in another city. Last year, in St. Louis, a sheet called "The Vacation School Messenger," the organ of the Vacation Bible School Association, was published during the summer, in seven numbers, from June 26th to August 8th. It gave statistics and accounts of the work in that city. In 1912 there had been six schools, 1,570 attending. In 1913, in four weeks, the attendance had grown to 2,414. This same sheet gives us some statistics concerning the movement throughout the country. Among them comes a sad and significant item. In these Bible classes there were thirty-six nationalities represented. We spare our readers the list. Suffice it to say that a very, very great many of these poor children came from the families of Catholic immigrants.

### Catholic Interests at Stake.

The figures given will doubtless have been greatly surpassed by the end of this vacation. Doubtless in more than thirty cities there will be vacation Bible schools during the coming summer. And though we Catholics are naturally but little pleased with the curriculum of these Bible schools, shall we not find that the most practical way to meet the issue will be to take care of our own Catholic children in our own vacation schools?

Indeed, when one considers the circumstances, this movement affects us Catholics more nearly than any one else. It is the children of the slums who form for the most part the pupils of the vacation schools—poor children who are most sorely in need of a shelter from the dangers of the city streets. Now, of all the poor children in our large cities who belong to any church at all, one may safely estimate that three-fourths are, or should be, Catholics. Mr. Walter Wycoff has told us long ago that Catholicity is the only faith that has any hold nowadays on the very poor.

This new activity of Protestants is, then, a special summons to action for the Catholic laity. We must take care of our three-fourths of the poor children ourselves or else the sects will take care of them for us in a way sadly injurious to their faith. They will not make them Protestants perhaps, but they will unmake them as Catholics.

Perhaps just here it will occur to some one to suggest that the regular teachers in the parish school should undertake this new activity. Such a suggestion would surely betray a very slight acquaintance with existing circumstances. The teachers in our parish schools are for the most part Religious—devoted men and women who wear themselves out during the year teaching large classes and attending besides to those tasks outside of the classroom which are inseparable from the religious life. It would be ruinous for these tired teachers to attempt to continue their wearing work through the vacation time. They use this time indeed, many of them, to make their annual retreat and to attend courses of instruction, so that they may be better prepared for their next year's work.

It is the laity, our zealous men and women, the Sodalists and those who are interested in charitable work that

must rise to this opportunity. If they were to organize themselves into zealous sections to take up this new activity they would doubtless find both stimulus and enjoyment in the work of dealing with the little folk.

One of the surprises which awaits every beginner in work among the children of the poor is the affection and responsiveness with which these children meet those who attempt to aid them. When one looks at the wild crew of urchins on the street he might shrink from attempting to keep the interest of such young barbarians in a schoolroom during the summer hours. But these little children have affectionate and grateful hearts, and the very circumstance that their lives are sometimes vacant of kindness and affection makes them all the more eager to acknowledge and respond to the efforts of the vacation teachers.

Last year in one of our large cities two priests were going about visiting the catechism classes on a Sunday afternoon. They came to a very dilapidated schoolhouse in the slums and found there a devoted little band of teachers, surrounded by the raggedest and most tousled urchins one could imagine.

### Who Shall Teach These Vacation Schools?

"Do you find it hard to manage these youngsters?" asked one of the priests of a teacher who seemed to have the most bedraggled and unmanageable crew of all. "I did at first, but now I am really getting to like it," answered the teacher smiling. "I came down here at the beginning of Lent because my confessor suggested it as an alternative to fasting. 'Father,' said I, 'I can't fast; but I would like you to suggest some other work for me to do—only please don't suggest teaching catechism.' That is precisely what I shall suggest," said he, "but I will make you a promise. Try teaching catechism during Lent, for a penance, and I assure you that by the time Easter comes you will have grown so fond of the work that you will not be willing to give it up."

"And have you found it so?" said the priest smiling.

"I really have," answered she, "one gets to love the dear little fellows. I mean to keep on teaching them as long as I can."

As to the practical management of these vacation schools, one may plan to suit the circumstances. There may be catechism classes, sewing school for the girls, even playrooms where the children can sing and dance and listen to stories and have little entertainments together. Good story tellers and entertainers can find no end of occupation here. The City of New York has provided such opportunities for its children of the slums. One may drop into the public schools, like that on Rivington Street, in the Jewish quarter of New York, when summer school is in progress, and see how thousands of little children may be kept in perfect order, happy and entertained by very easy artifices.

The methods used are very simple. One may find a full description of them by consulting the files of recent magazines in any public library. The one great secret of success is to keep the children profitably interested, busy and happy with a variety of occupations. New York City pays its vacation teachers \$1.50 each day for watching over the children, teaching them to dance and speak and sing, and mothering them generally. We should be able easily to find many a Catholic young man and woman in every one of our large cities who would do no less for the love of God.

As to getting the children into the schools that is a simple matter. One hardly realizes how willing they are to have some one to take an interest in them. Last year in one of our Italian catechism centers the teachers in the Catholic Sunday School were bidding farewell to their pupils "until vacation is over."

"Oh, teacher," wailed a little lad, clinging to his instructor's hand, "when will datta old vacation be over, an' you be back wid us again?" The poor little creatures are only too glad to have some one to teach them and to show interest in them. They do not love the heartless liberty of the street so well as we suppose.

It would be well for those to whom this idea appeals to formulate at once some definite plan for carrying it into action during the coming summer. The material and the opportunity are ready to hand, and the need is truly an urgent one. The bodies and souls of hundreds of thousands of children claim our charity. This would be an excellent activity for the section of a city sodality.

# Christian Doctrine and Religious Instruction

**RELIGIOUS INSTRUCTIONS AND DAILY LIFE.**

By Rev. Aloysius Kemper, S. J., Omaha, Neb.

While striving after clearness and interest, the catechist must constantly bear in mind the important scope of his work, which is to teach with a view to actual living. This point has been touched upon before, but it deserves more than a passing mention. That it is fundamental may be seen from the words in which Pius X, in his Encyclical on the teaching of catechism, outlines a method to be followed by the religious instructor. "Since the scope of his (the catechist's) instruction is always directed to amendment of life, he should institute a comparison between what is required of us by our Lord and our actual conduct. . . . He should conclude with an efficacious exhortation in order that they may be moved to shun and detest vice and to practice virtue." Is there not a danger that this practical side of our catechizing may be overlooked, or that the pupils may be left to make the application for themselves? It is here that the teacher should strive to be as much up-to-date as possible. He must not be so taken up with his address to the intellects before him that he forgets to warn them of present dangers to faith and morals, or fails to put them in a correct attitude toward the present-day spirit of indifferentism to religion, and the fashionable familiarity with things that should not be mentioned among Christians. The newspapers, magazines, the theater, the streets and public places are all subjects against which the catechism class must supply a caution. On the other hand, these young souls should be kept in familiar touch with their great spiritual opportunities. How much would result from an occasional reference to such simple opportunities as the good intention, daily Mass, frequent Communion, the reading of good books as an antidote to the poison of the irreligious and immoral press which they cannot quite keep out of their lives! These are proper subjects for any catechism class and not only for those special times when the respective page or question is reached where they are specifically treated. There must be some of this appeal to the heart and will during the catechism hour. It is not safe to trust them to the hazard of the more formal sermon or sodality instruction. They may never be mentioned there; besides, the more intimate contact of the classroom will give them greater efficacy and lasting value.

**Teacher's Preparation of the Lesson.**

Another point that needs emphasis, and that should appear on the teacher's list of matter for frequent self-examination, is his preparation for the catechetical instruction. Plainly, then, if ever, he should speak **ex abundantia**. One of the warnings iterated in almost all the papers read at the Catholic Educational Conferences on the subject of Christian doctrine, is against the fallacy of letting the instruction take its chances when the teacher actually confronts his audience. The writers of these papers all declare, with insistence, that even for that familiar catechism lesson careful preparation is necessary, and many an overburdened teacher hearing this, says within himself, "This saying is hard, and who can bear it?" Let us listen to a further sentence or two from the Encyclical on this point. "It is much easier," says Pius X, "to find a preacher capable of delivering an eloquent and elaborate discourse than a catechist who is able to impart instruction entirely worthy of praise. It must, therefore, be carefully borne in mind that a person, whatever facility of ideas and language he may have inherited from nature, will never be able to teach catechism to the young and adult without preparing himself thoughtfully for it." There is more in the same strain, but it is all an insistence on the necessity of preparation. How otherwise can a person teach the truths of religion with that zeal and enthusiasm which are contagious, and which in themselves are more powerful arguments for right thinking and right living in accordance with the principles of our faith, than the most

skillful logic or the grandest oratory? How otherwise can we impress on our pupils that we ourselves realize the overwhelming import of our subject, and that we would have them share in our realization?

**TEACHING CATECHISM BY ILLUSTRATION.**

By Rev. Patrick J. Sloane, Syracuse, N. Y.

Writers, speakers and teachers, in fact all who attempt to reveal their thoughts to others, find illustration most useful. Books on rhetoric and oratory give special emphasis to this subject, so also should works on teaching. The teacher's aim is to elucidate Christian doctrine and to make the abstract truths thereof appear before the untrained youthful mind in forms so familiar, so simple and natural, that they will be recognized as true, appreciated, revered and obeyed. To effect this, the use of apt illustration is most helpful.

1. The use of illustration secures attention. The discussion of abstract truth soon wearies the mind and causes the interest to flag; but no sooner is an illustration of this truth, a figure of speech, an anecdote or story begun, than at once the listener is intent to hear its every word. Christ repeatedly used this method of teaching. When the multitude lost interest in His words and grew restless, He addressed them as follows: "Behold the lilies of the field. They toil not, neither do they spin." At once the multitude attended, eagerly anxious to know what lesson would be drawn from this comparison. The teacher could not do better than to follow Christ in this as in all else. Illustrations, however, should be prepared before entering the classroom, and ready to be used at the proper moment.

2. Illustrations impress the memory. Join a great truth to some visible object, or to some story that fascinates, and this truth will remain in the mind unforgotten as long as the subject or story is remembered. The parables found in the Holy Scriptures, the stories of the Old Testament as also those of Christ in the New, and even the legends which have come down to us from early Christian ages, all illustrate great truths of God, and these stories along with these truths shall continue to abide as living pictures in the Catholic mind even until time is no more. The illustration serves to fasten the truth securely to the memory.

3. Apt illustration makes the truth clearer. A well chosen illustration lights up the truth and enables the pupil to perceive and understand its reality. It places before the mental gaze something that is well known, and by comparison reveals for consideration the likeness of that which is less known. By this method the pupil discovers that he already knows many things about this new truth, and he is thereby encouraged and disposed to hear and understand further needed instruction. How often did Christ use in comparison the phrase, "The kingdom of heaven is like." Comparing the likeness to one object known to another unknown is a marvelous help to the study of the unseen, the invisible and the abstract.

4. Apt illustration enforces an argument. A genuine parallelism so helps to make a truth evident that it sometimes seems to possess in itself the force of a real argument. Let the teacher establish an apparent analogy between a divine truth and some everyday occurrence, and the class will instinctively understand and accept the teacher's statement of the spiritual principle as correct. Moreover, the similarities revealed by comparison make more evident the existing differences.

**A CRITICISM OF CATECHISMS.**

By Very Rev. J. A. Burns, C. S. C., Washington, D. C.

It must be admitted that in the great majority of our schools, in many even which are thoroughly modern in methods of teaching in respect to other subjects, the catechetical instruction is still given after the fashion of a century ago. It is a dry, hard drill in abstract theological formulæ, and little more. There is no appeal to the sense

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and little, if any, to the imagination, the heart and the will. The catechisms in more common use, so far as pedagogical principles and methods are concerned, offer not the slightest improvement over those of a century ago. If anything, they are worse; they are longer, more technical and abstract. The question might well be raised as to why the question-and-answer manner of teaching should be regarded the *ne plus ultra* of method in religious instruction, since it has long been discarded in the teaching of other branches; but, even apart from this, the make-up of our common catechisms is such as to leave them open to the gravest objection in point both of principle and method.

### THE TEACHER MUST BE A TRUE RELIGIOUS. By Brother Ignatius (Xaverian), Norfolk, Va.

If it were ever true that we cannot give what we do not possess, it is surely so in the matter of religious instructions. The teacher must be a man of God, he must be a living exponent of what he teaches or the work of God will fail. The daily catechism must be a daily examination of self, a daily act of contrition, a daily purpose of amendment. Then he will begin to teach. In most instances classes are unfortunately crowded—too much so—frequently more than one grade, and only a half hour assigned for the lesson. In no case should the instruction be sacrificed for the sake of "hearing" every one the lesson. That day on which no word has been spoken of God, no explanation given or practical application made from it is lost for time and eternity—both for teacher and pupils. If the teacher is so situated that he cannot "hear" every one recite in the given time, and feels that some will take advantage of the fact and fail to study, running the chance of not being called upon, he can adroitly split the questions, or, by being in a class a half hour before the session begins, he can easily call upon the early arrivals. But again, the instruction is and should be made a matter of conscience; and he who looks upon it lightly fails in the most essential of his functions, and ceases to be a religious teacher. The time given to instruction will vary according to the age of the pupils; five minutes for the young, ten for the older, or even fifteen. During this short time saints have been made, vocations fostered, souls saved. How precious is this time! We can teach their young hearts to realize the ever living, actual presence of God, who loves them so ardently and preserves and governs them so tenderly. We can impress the young with the beautiful thought of the bright Guardian Angel ever at their side; how he is pleased when they do right, how he is grieved when they do wrong; we can remind them daily of the necessity of prayer by asking them every morning how many of them have knelt down to say them. This daily query will remind them of it constantly; habit will be formed, and we all know the influence of habits, good or evil. Both young and old can be given suggestive devotions, especially for October, March, May or June.

### RELIGIOUS TEACHING REQUIRES SPECIAL METHODS.

By Rev. Bernard Feeney (St. Paul Seminary), Minn.

The possibility is this: a Catholic teacher, ideally competent in every other respect, may be altogether incompetent to educate in religion. He needs some additional equipment; for, although religion, by abstraction, may be called a science, in its concrete form, as it was revealed and as it has to be taught to children, it is a living, energetic influence, dominating thought and feeling and action. The *raison d'être* of our Catholic schools is the teaching of it as such, and not solely as an intellectual system of ideas. A proof of this is: if you ask a Catholic parent why he sends his children to a parochial school, he will tell you without hesitation that his chief reason is that they may be taught and trained in the habits of a Christian life. If you ask him further, what will convince him that he is getting the worth of his money out of the school, he will answer: "I shall be satisfied if I find my child becoming more docile, more helpful, more honest and truthful, more polite and unselfish, more religious minded and faithful to duty. I can make allowance for the difficulties of teachers; but in the course of five or six years I expect to see these results in my child's home life."

You may say that these results are to come from the priest's daily address to the children, and that the teacher

has only to explain the catechism lesson and to hear the memorized recitation of it. It is a fatal error—an error more responsible than any other cause I know for the low standard of Catholic life at the present day. If the Church for wise reasons has systematized revealed truth, she has not thereby changed its nature, and its nature, according to St. Paul, is to be "the word of God, . . . living and effectual, and more piercing than any two-edged sword; and reaching unto the division of the soul and the spirit, of the points also and the marrow, and . . . a discerner of the thoughts and intents of the heart." All this—and, indeed, every part of it except the material foundation—is wanting in the catechism lesson as usually memorized and recited in our parochial schools.

But, you urge, is it not good to lay even the material foundation? Most assuredly; for there can be no building without a foundation. But do not leave children under the impression that the foundation is the building—is anything but a foundation. Show them that even if there were faith in the mechanical recitation of the catechism, yet "faith that hath not work is dead in itself." Show them that knowledge of the catechism is the preparation for a beautiful Christian life; that by itself it will not save them, and that followers of Christ who do not follow him are an anomaly. Stamp these truths on their young hearts with every lesson taught, and try all you can to give it a practical application. Suggest some act to perform corresponding to the truth taught; and at least get the little ones to thank God frequently for revealing to us through Jesus Christ how to make our lives beautiful and good. Then your catechism lesson will have in it spirit and life, and the class will be prepared to listen with intelligence and zest to the more formal and official instructions of the pastor.

### CATECHISM IN THE SECONDARY SCHOOLS.

By Rev. Joseph Weigand, Ohio.

The catechism class in the high school or academy must not be made a class of theology. We are at times inclined to form an altogether too exalted idea of the caliber of our secondary school pupils. Nevertheless the high school must enter a little deeper into the knowledge of the truths studied in the lower grades. This deeper knowledge of religious truths should be brought about, not by raising objections to the mysteries of Faith for solution. Such a course always appears to weaken Faith rather than to strengthen it. Even after a correct solution, there frequently remains an idea of some weakness in the doctrine. The articles of our Faith are largely revealed truths, and are not self-evident to reason. They must be apprehended by Faith. Now, as to these objections, it is usually reason that raises a difficulty and frequently reason is not satisfied with a solution offered by Faith, however reasonable the latter may be. Reason easily becomes suspicious and then it will not be content unless it be permitted to examine things critically. But instead of permitting weak, we might almost say foolish, reason to raise objection to the teachings of Faith, let Faith itself be the inquirer. Pursue the plan of St. Anselm's "*Fides querens intellectum*." Let Faith teach reason and not vice versa. Permit the child's intellect to look a little deeper into the beauties of the heavenly mysteries show how our visible creation is, as it were, but a weak shadow cast by heaven, a very imperfect reflex of God's heavenly home, which He wishes us to enjoy with Him. This will make the child embrace the teachings of Faith with the heart, while the mind will be prepared to await the time of the beatific vision.

### A TABLE FOR TEACHERS

(Continued from Page 88)

browsing, but not too much; and I intend to look in at those model classes at the normal school. Then there are some visiting teachers coming to town for the retreat, and I'll be glad to entertain them; one learns much, you know, in that way. In general, I am going to spend the vacation cultivating peace and prosperity and sunshine—and possibly avoidupsis; but I'm not going to do it according to schedule."

(This fable, gentle reader, is now begun; you are requested to exercise your ingenuity and your powers of observation and the fruits of your experience by working out the remainder of it for yourself. Which teacher spends the more successful vacation?)

# A Plan for the Study of a Continent

Supt. G. B. Coffman, Pana, Ill.

The earth is the home of man. He lives and moves on its surface. His energies are prompted and influenced by it. He must adapt himself to its physical laws and conditions which govern it. In this way man learns to understand the laws, he learns to respect the conditions, and to adjust the earth's resources, so far as he can, to meet his needs. Therefore, to understand the earth we must consider the life and work of mankind. A study of the earth without this would be dry, indeed.

If the above is true, we must select from the material in the geographies that which seems to bear most directly on the economic and social life of the people. We must also determine the essential minimum which every pupil should possess. And again the order and arrangement of this minimum must be so, that it becomes a permanent possession.

In the study of a continent, this minimum essential must be clearly marked out. Without this the pupil will grope in the dark and waste much energy in his study. If this minimum essential is based on the economical and social life of man, it becomes interesting and questions will grow out of it which will attract the attention of the pupils. These questions will become live issues and much interest will arise.

Here are some of the minimum essentials in the study of a continent:

### 1. Location

Favorable or not favorable to be used to man's advantage. Is it in the hot region or the cold? How will this affect man's energies? How does the location compare with other continents? It is understood that the pupil has had a general study of the globe.

### 2. Coastline

Much depends on this if we study it in its relation to man. The harbors and the coastline determine, largely, the trade relations with other countries. Compare the coast line with other continents. Compare the harbors. Name and locate the principal harbors. How are they related to other harbors?

### 3. Surface

Here the pupil must get a complete image of the general surface of the continent. He must see it as a whole and not in parts. This surely is one of the essential minimums. The mountain ranges must be imaged, the valleys must be seen and the large rivers draining these valleys must be clearly marked out. The pupil should have a bird's eye view of the whole continent. Here is the height of land and from this place the rivers drain the country in every direction. This must become a permanent possession. Compare then with other continents studied. Compare the rivers, the mountains, etc.

### 4. Drainage

Take up the large rivers and study them as to the effect on the development of the continent. Are they interrupted by falls and rapids? Study the general directions and note how they affect the commerce of the continent. Note the lakes and their effect on the commerce of the continent. Compare their importance with other lakes of the world.

### 5. Climate—Temperature

How does the heat affect the development of the country? What effect does it have on the people? Study the isothermal maps. Note the rainfall. Note how this affects the habitation of the continent. Some places too much rain falls; other places too little. Note the wind belts to find out why the rainfall is as it is. Why is it that certain parts of the continent are barren? Get a general idea of the rainfall of the entire continent. Much depends on the rainfall and this should be carefully studied. Pupils should understand the wind

belts, the prevailing winds and just where the rainfall is great and where it is little. Note the jungle and the desert and know the reasons for them.

The above work must be arranged in such a way that there will be a problem to solve. The problem in the study of one continent may be altogether different to that of another. In the study of Africa, the question or problem might be, Why has the development of Africa been much slower than that of the other continents. The five points above should be worked thru to prove this statement.

In the study of Europe the problem would be altogether different. The problem may be put in one question or it may be in a series of questions. The general question for Europe might be, Importance in the progress of the world. If the outline given above is studied with special reference to the question, the minimum essentials will be developed. Or we might put three questions as follows: Why is Russia called the land of silence? Why is Great Britain or the United Kingdom the greatest exporter of manufactured goods? Prove that Switzerland is the playground of Europe as well as the workshop of the Swiss.

If the pupils will solve the questions they will gain a working knowledge of the physical, the industrial, commercial and descriptive aspects of the continent. This way of studying a continent will develop system and will cause the pupil to get the right conception of geography. He will learn not to take mere statements but will learn to search for the cause.

It is very necessary to have a wall map or a relief map always before the pupils. Things talked about should be definitely located. Much energy is wasted in geography teaching by talking about and reading about things, places, etc., that the pupils have no idea where they are. They are away, somewhere, they know not where. Such teaching will have no good effect. It will leave the pupil in less time than it took to study it. In the study of the continent, the location of all parts studied should be fixed. Drill should follow the study. These essential minimum facts must be fixed and fixed well.

If these facts are not fixed, the teaching of the continent in detail later will have but little effect. Much energy will be wasted, for the pupil will not know what he is reading because he has no related facts to compare it with. The study of the political divisions will largely be memory work if the minimum essentials are not well founded.

In my next article I shall take up a continent and work it out on the above basis, taking the five points given and applying them to the continent.

### GREEN THINGS GROWING

Oh, the green things growing, the green things growing,  
The faint sweet smell of the green things growing!  
I should like to live, whether I smile or grieve,  
Just to watch the happy life of the green things growing!

Oh, the fluttering and the patterning of those green things  
growing!  
How they talk each to each, when none of us are know-  
ing;  
In the wonderful white of the weird moonlight  
Or the dim dreamy dawn when the cocks are crowing.

I love, I love them so,—the green things growing!  
And I think that they love me, without false showing;  
For by many a tender touch, they comfort me so much,  
With the soft, mute comfort of the green things growing.

—Dinah Mulock Craik.

## World's Events

### RAILROAD AFFAIRS

"The U. S. congress recently passed a law directing that a complete valuation of the railroads of the country shall be undertaken by the Interstate Commerce Commission in order to furnish data for fixing rates. It is said the work will require a number of years and will cost approximately \$10,000,000. It is contended that a large percentage of the alleged value of the railways is comprised of "watered stock" and it is expected that the Interstate Commerce Commission in its work of valuating the roads will squeeze this "water" out and base freight and passenger rates on actual valuation.

### COLOMBIA WANTS \$25,000,000 FROM UNITED STATES

In 1902 when the United States congress authorized President Roosevelt to negotiate with Colombia to secure the right of way across the Isthmus of Panama for the construction of the canal, a treaty was signed and ratified by the United States senate embodying the terms, but Colombia rejected the terms. The politicians of that country thought they saw a good opportunity to hold up the United States for a big sum, so the government asked for better terms and proposed that the United States should pay Colombia \$25,000,000 indemnity and also let her retain the sovereignty over the canal strip. This sum was considered too much by our government and the negotiations were dropped. The state of Panama wanted the canal, and a movement for the secession of this state was started. The United States neither encouraged nor fomented revolution in Panama. That state more than once had revolted against oppression by Colombia. The Panama revolution was successful and it set up an independent government. In November, 1903, the new republic of Panama was recognized by the United States. A treaty was arranged between the United States and the new republic by the terms of which the United States was to have a canal strip across the isthmus and to construct and operate and govern the canal. Thus Colombia overreached itself in trying to blackmail the United States in the paying an unreasonable amount for a strip of land thru which to build a canal. Now Colombia submits a treaty to the United States senate calling for \$25,000,000, as a solace for her loss of Panama by revolution and her consequent failure to get any money for the canal rights. She claims she was tricked out of an indemnity. President Wilson has recommended that the treaty be accepted and that our government pay Colombia \$25,000,000, which of course is not due her, because the United States acquired the canal zone from the new republic of Panama, paying her \$10,000,000 for the strip of land and guaranteeing to pay a perpetual rental of \$250,000 a year. As to what the United States senate will do with the proposition remains to be seen.

### THE CANAL TOLLS CONTROVERSY

For nearly four hundred years the idea of constructing a canal across the Isthmus that joins North and South America, has been the dream of statesmen in Europe and later in America. In 1850 a treaty was ratified between Great Britain and United States known as the Clayton-Bulwer treaty. The avowed object was to aid the construction of a canal either thru Nicaragua or Panama. By the terms of this treaty the two nations agreed neither would ever obtain or maintain for itself any exclusive control over the canal in question. A bill was adopted by the U. S. congress in 1899 providing for the construction of a Nicaragua canal. It was considered necessary to have the Clayton-Bulwer treaty abrogated so the United States might control the canal. In February, 1902, after a good deal of negotiating, the Hay-Pauncefote treaty was ratified and superseded the Clayton-Bulwer treaty. It gave the United States the right to construct the canal and within certain limita-

tions to "have and enjoy all rights incident to such construction," and to provide for the regulation and management of the completed work. A clause in the treaty says, "The canal shall be free and open to the vessels of commerce and of war and of all nations observing these rules, on terms of entire equality, so that there shall be no discrimination against any such nation or its citizens or subjects, in respect to the conditions, or charges of traffic, or otherwise. Such conditions and charges of traffic shall be just and equitable." In the act adopted by the United States congress in 1912, provision was made for the opening, maintenance, protection and operation of the canal and the government of the canal zone. The law provided that no tolls shall be levied upon vessels using the canal, which are operated by Americans and engaged in the coastwise trade of the United States. It was the thought of legislators that since our government furnished the money and work in the construction of the canal and that it would be responsible for its financial maintenance, that our own American vessels engaged in home trade about our coasts should have free use of the canal. All other vessels, American or foreign, engaged in international trade, are required to pay toll for their tonnage, for passing thru the canal. Receipts from these tolls are to be used for the maintenance of the canal.

The British object to this law giving our coastwise trading vessels free passage thru the canal, claiming that it is a violation of the Hay-Pauncefote treaty. President Wilson has recommended the repeal of that part of the law giving our coastwise trading vessels free passage thru the canal, thus requiring them to pay toll the same as foreign vessels. The bill repealing this clause has been passed by the house and is now before the senate. What the final outcome will be cannot now be forecast with certainty.

### THE LABOR WAR IN COLORADO

The coal miners' strike in Colorado, extending over many months, has become continually worse and more alarming. Such a desperate condition was reached about the first of May that the state authorities admitted their inability to cope with the strikers and asked the aid of federal troops. This call by the governor for aid was responded to by the government. Several towns in the section of the coal mines were attacked by large bodies of strikers with machine guns. The militia were looked upon by the strikers as merely tools of the capitalists who own the mines. The condition of the laborers in the Colorado mines is a disgrace to modern civilization and the government should take prompt steps to force a betterment of conditions and wages in the Colorado coal fields.

### FEDERAL RESERVE-BANKS

The most important achievement of President Wilson's administration thus far is the passage of the currency bill providing for the federal reserve-banking system under the control of a federal reserve board. There will be twelve of these federal reserve-banks under the control of the government, established in as many different sections of the United States. The twelve cities chosen for the location of these regional reserve-banks are Boston, New York, Philadelphia, Cleveland, Richmond, Atlanta, Chicago, St. Louis, Minneapolis, Kansas City, Dallas and San Francisco. The aim of this system of federal reserve-banks is to decentralize capital, and at the same time make it easy for money to be obtained in any part of the country where most needed at the time. Every national bank, in order to continue in business must take stock in the federal reserve-bank in its region to the extent of six per cent of its capital and surplus. The total number of national banks which have come in under the new law and subscribed stock

in the system is 7,475. The total capital and surplus represented by all these banks is \$1,786,000,000. Thus, the federal reserve-banks will be backed up by these vast resources of the whole chain of banks forming the system. It is expected that the new system will be a step towards securing easier money and more equitable interest rates for business and commercial uses in different sections of the country. It is thought by financial experts that the system when inaugurated will undoubtedly put an end to the purely financial panics and will aid very much in producing general industrial stability.

#### THE WAR IN MEXICO

The Mexican civil war of nearly four years' duration is a familiar story to readers. Affairs in that country, at this date, May 18, seem to be very near a climax. The constitutionalist armies in the north have taken almost every federal stronghold and now are at the gates of San Louis Potosi, and Saltillo, ready for battle. These are the last two strongholds between them and Mexico City. Most American settlers in Mexico including United States government consuls and officials have fled the country.

On April 9, some American marines from the United States gunboat Dolphin, lying in the harbor of Tampico went ashore on business and were arrested by a Mexican Federal officer. Some hours later they were released, but Admiral Mayo of the Dolphin demanded an apology and a flag salute. An apology was made by Huerta for the act, but the salute of the flag demanded by the United States government in backing up Admiral Mayo, was refused. Immediately a war fleet of battle ships was ordered by our government to sail for Mexico and to block the Mexican ports. Huerta definitely refused to yield to the demand for a salute of the flag. On April 21 war ships at Vera Cruz opened fire on the customs house and fortifications of the city. Marines were landed and after sharp fighting the city was occupied. At this time, May 18, the city of Vera Cruz is under military occupancy and government by the United States. In the meantime three South American powers, Argentine, Brazil and Chile tendered their good offices as mediators in the trouble between the United States and Huerta. Delegates from these countries together with delegates from Huerta and the United States meet May 21 at Niagara Falls, Canada, to begin the work of a mediation commission. It is thought that before the commission goes far in its work that Mexico City will be evacuated by Huerta and his army, and will be taken by the Constitutionalists. American consuls and citizens in Mexico have mostly escaped by this date. General Funston is in charge

of the land forces surrounding and protecting Vera Cruz. Preparations are being made by our government to send additional troops if conditions require. European powers have demanded that the United States shall protect the life and property of their citizens in Mexico. It is generally believed that the Mexican trouble will not be settled without American intervention.

#### THE QUEEN OF BULGARIA VISITS THE UNITED STATES

Queen Eleanora of Bulgaria, accompanied by an extensive suite, left her native country on May 21, to make a visit to the United States. On her arrival in this country she started on a tour of the United States to extend over a period of six or eight weeks. It is said that Queen Eleanora and King Ferdinand have long had a deep interest in this country and this interest has been strengthened by their close association with the American doctors who had charge of the Bulgarian hospitals during the late war in the Balkans. While in this country, Queen Eleanora will study methods employed here in working out social and economic problems. She will visit the principal hospitals of the country incognito.

#### NEW YORK TO HAVE HUMANE WOMAN'S PRISON

It has been announced that the commissioner of correction of New York City proposes to spend about a half million dollars in the erection of a station house where women who are arrested for violation of law may be detained amid decent surroundings. The building will be planned to care for women prisoners, both before and after conviction. Ample provisions for admitting light and air will be made in the new building. Instead of tomb-like cells with their plank beds, stone floors, subterraneous darkness and stifling atmosphere, the new prison will contain forty sanitary rooms with plenty of light and air.

#### AN AERIAL CABLEWAY OVER THE HIMALAYAS

One of the most novel engineering undertakings in the world is the projected aerial cableway which is soon to be built across the Himalaya mountain, barriers that separate the fertile regions in northern India from the rest of the empire. This cableway will be about seventy-five miles in length when completed and will be the longest cableway in the world, the next longest being one in Argentina, twenty-two miles in length. The construction of the cableway will make communication from Kashmir with the rest of the empire much easier and will greatly promote its commerce.

## June Drawing and Handicraft

**May B. Moulton, Supervisor of Drawing, State Normal School, Oshkosh, Wis.**

The school year is nearly over. The interest in most schools centers in promotion, closing exercises and graduation programs and these things suggest as suitable handwork of the month the making of invitations, programs, booklets and envelopes or portfolios for the best work of the year.

A booklet or cover for the spring nature drawing is shown in Fig. 1. This cover is made double of two tones of paper, the outer cover cut a little smaller, so when put together there is a narrow border of the contrasting color. The spacing for letters and decoration must be carefully planned. Paint the letters with a darker tone of the same color as the cover. The decoration may be a paper cutting of some of the spring flowers, or an outline of the flower may be drawn within

the enclosing lines of the oblong, and then the background spaces cut away as illustrated in the drawing. Place drawings in position and tie or sew with a fine cord or thread of the same color.

An invitation, open and closed, is shown in Fig. 2. The cover is made of tinted paper, and the paper on which the invitation is written attached with a touch of paste. Any simple flower or leaf may be drawn or painted and used as a seal as indicated. The same motive is used on the program cover.

The construction of the envelope, Fig. 4, requires no explanation. It is 9½x12½ inches. The unit of the design is made in a 1½-inch square. Draw or cut from paper and repeat to form border.

(See illustrations on following two pages)

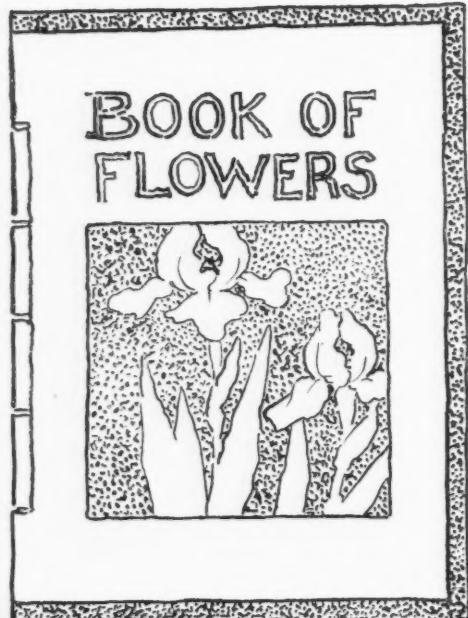


Fig. 1

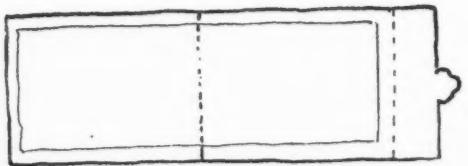
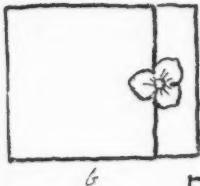


Fig. 2 a



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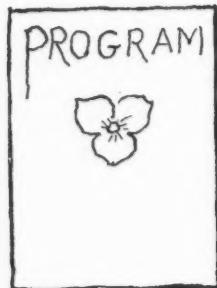


Fig. 3

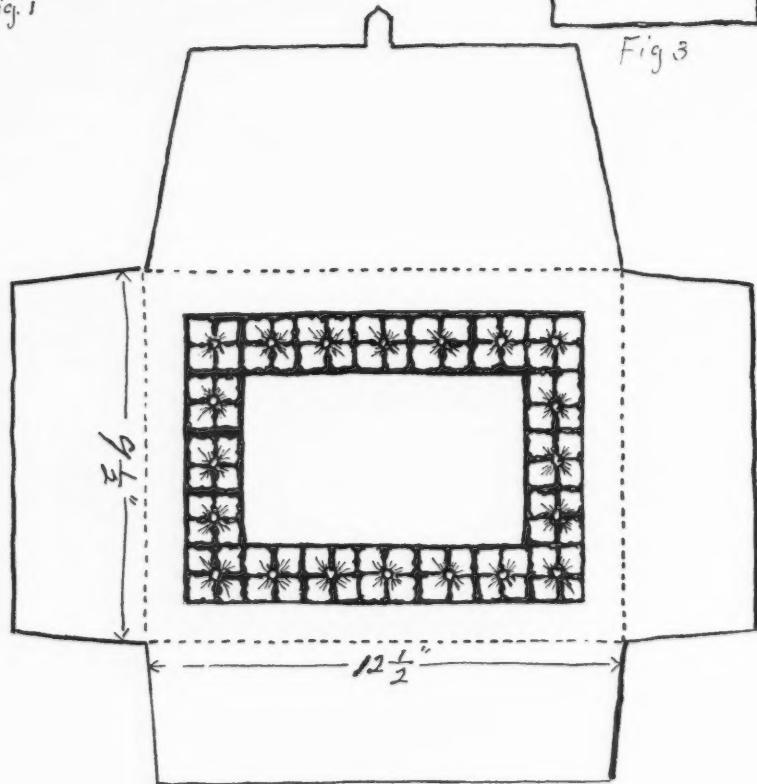
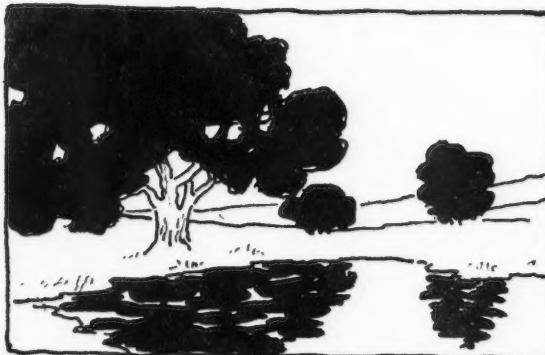


Fig. 4

## Border and calendar for the blackboard



Draw the designs with a sharpened crayon. Gray the lighter parts using the side of the crayon. Use charcoal for the darkest accents.



JUNE

S M T W T F S


MEN

# Construction Work for the Grades

Margaret B. Spencer, State Normal, Kalamazoo, Mich.

At this time of year the children lines to be cut drawn along the folds. Some are keenly interested in the growing life about them. The trees and animals in the woods and on the farms ought to suggest abundant material for work in construction, especially in the lower grades.

For illustration work either in drawing or paper cutting such subjects as, The New Brood of Chickens, Planting Potatoes, Picking Flowers, etc., suggest themselves.

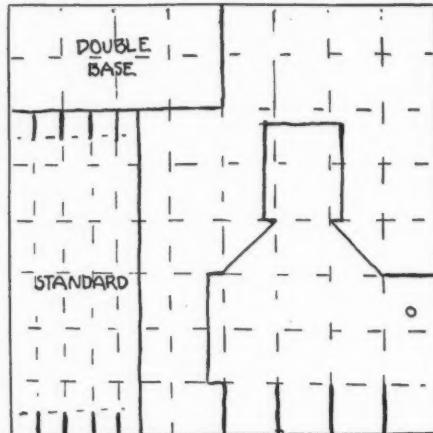
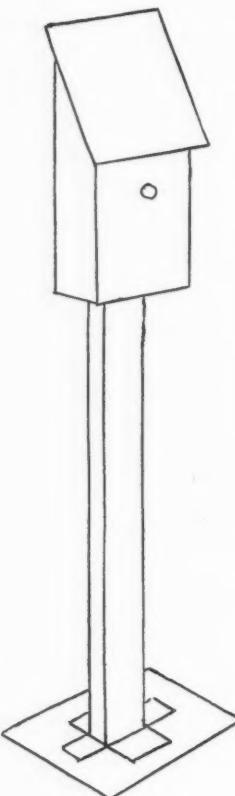
Rakes, like the one in the diagram, made by kindergarten children, proved very successful in their gardening. A stick one inch square and four feet long, and seven three-inch nails were used beside hammers and saws. The children drove the nails in one end of the long strip and then sawed off that part and fastened it with a nail to the end of the long stick. In this way one child held the stick, leaving the second one free to drive nails. Not one pounded his fingers.

Wagons of various kinds may be made, as in figure 2, after the construction of the simple box shape is understood. This involves a simple problem in measuring. The wheels ought to be a double thickness of paper and fastened to the box by paper pasted to the bottom of the cart and drawn thru the center of the wheel. The children ought to have a chance to use their inventiveness.

Children always enjoy sand-table work, because it affords free means of expression, both motor and mental. In illustrating a barnyard and pasture scene, for instance, the children have a chance in their paper cutting to study the characteristic outlines of the different kinds of trees and the different farm animals. They can observe these differences in nature, but a simple outline drawing on the blackboard will help them. The construction of the barn is based upon a square folded into sixteen smaller squares. Then cut one square deep on the three folds on two opposite sides. These cut ends make the ends of the barn and can be pasted or pinned to stay in place. The children might each make a barn out of a square of drawing paper and then let the one who made the best one make a larger barn out of heavier paper. The projecting roof is made by a separate piece of paper pasted on. The arms of the windmill are made as a pin wheel from a square of paper with four cuts, one on each side running toward the center and the alternate points caught to the center.

The third or fourth grade might enjoy making a bird house of paper. The square paper is first folded into sixty-four smaller squares and the

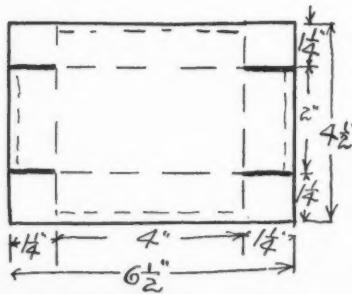
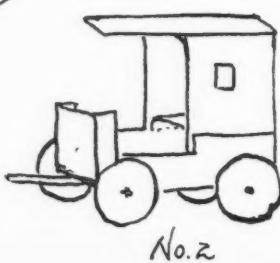
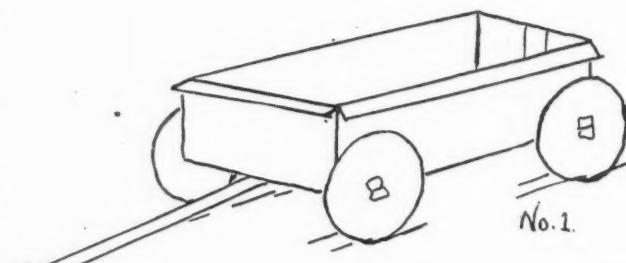
paper house was made with a punch. A weather vane whittled from wood is also a good problem for the boys.



A Bird House  
made from a 9" or 12" square of  
manila paper.  
--- fold  
— cut.



A Weather Vane  
whittled out of a shingle



## Schoolroom Plans and Practice

### BUSY WORK WITH WORDS FOR LITTLE FOLKS

1. Have pupils match names and pictures.

Give pupils envelopes containing small cards on which names are written and small outline pictures printed off on the hectograph or cut from magazines and pasted on cards. The pictures may be left in one large sheet with room enough below each for the corresponding word, or each picture may be cut out by itself, in which case it may be placed in the envelope. Let pupils match pictures and words.

Teachers should have no difficulty in finding suitable pictures to serve as copies in hectographing material for this device. They may be found in the backs of magazines of all descriptions, including teachers' journals, in the catalogs of publishing houses, and in sets prepared for this purpose and sold by publishing companies.

2. Have pupils match colors, forms, numbers and words.

Make sets of envelopes containing several pieces of paper representing each of the six colors, and word cards representing the names of these colors. Let pupils match.

—Five Messages to Teachers of Primary Reading, by Rand, McNally & Co.

### BRICKS WITHOUT STRAW

Here are some figures from a survey of country schools in a large middle western region: In all the schools linear measure is taught, yet in only one-fifth of them are tapelines found; they all teach avoirdupois weight, yet less than a tenth of them have scales; they teach liquid measure, but only a fifth have any measures.

In a third of the schools geography is taught without maps, and in more than two-fifths without globes. All of them seek to teach children things about this fruitful and wonderful earth, yet more than two-thirds of the teachers never step outdoors to vitalize a point by the fields, flowers, woods, rocks and streams near at hand.

That is the blessed old educational recipe: Get everything out of a book; reduce it so far as possible to a parrotlike exercise of memory; make it all as dry and repulsive and remote from actual life as possible.—Saturday Evening Post.

### NEIGHBORHOOD NEEDS THE BASIS OF COMPOSITION WORK IN ENGLISH

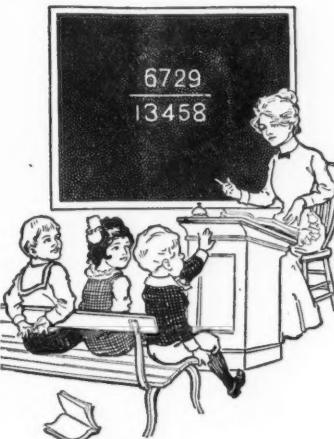
The neighborhood committee of the Madison Improvement Association, Wisconsin, recommended to Superintendent Dudgeon that the eighth grade pupils in the public schools of the city write essays on "What My Neighborhood Is and Has, and What It Ought to Be and Have." Under the sub-heads for treatment were: the schoolhouse,—its equipment as a school, its equipment as a social center; the school grounds—their character as playgrounds, their character as parks; the streets,—their condition as to pavement and cleanliness; the vacant lots,—their tidiness, their use as gardens; the buildings,—closeness to the streets, closeness to each other; the character of the buildings, as to whether they are residences, factories, etc.; the provision for wholesome use of leisure time of adults, youths, and children.

Of these essays the five in each district were submitted to the neighborhood club and from them one was selected as the best and printed in one of the local papers. No other reward was offered. The children were authorized to consult with their parents and other older people in the community in the preparation of the essays.

The result proved altogether beneficial. It met the

approval of the school principals as being a practical way of relating civics and language work to the vital problems of the community. The recommendations of improvement that the children made were various, and indicate discriminating insight into the needs of the community. The study of how to go about securing these improvements has impressed the children with the functions of the various departments of the city government. The essays all call attention to the great desirability of making schoolhouses social centers.—Wisconsin Educational News Bulletin.

### CURIOS ARRANGEMENT OF DIGITS



"The class in elementary arithmetic," remarked Mrs. Wiggs, "will note upon the blackboard the method of arranging the digits, 1, 2, 3, 4, 5, 6, 7, 8, 9 in the form of a fraction which is equal to one half of a unit. I want you now to show me how other fractions may be arranged from the digits which will represent the equivalents of 1-3, 1-4, 1-5, 1-6, 1-7, 1-8 and 1-9. It is a simple puzzle without any mathematical difficulties and will familiarize the young folk with the peculiar properties of figures."—Woman's Home Companion.

### SUBJECTS FOR COMPOSITIONS

An Imaginary Visit to Great Salt Lake and How I Enjoyed the Bathing.

The Experiences of a Newsboy on His Daily Route.

Imagine you are working in an Oregon lumber camp, and tell of your experiences.

The Autobiography of a Salmon.

Write a story suggested by the words: Boy, Dog, Gun, Lunch Basket.

How to Set the Table.

What I Do on a Rainy Day.

A Pretty Window.

My Garden.

The Snowman.

How to Make a Kite.

How to Play Baseball.

How to Play Marbles.

The Story of a Fire. (Girls imagine they live in the house and boys imagine they are firemen.)

The Story the Big Tree Told.

Story of an Ostrich Plume.

Pretend you are one of Gulliver's lost men, and write the story of your adventures.

Suppose you had only one day of the year for a holiday, how would you spend it?

# Household Arts and Domestic Science

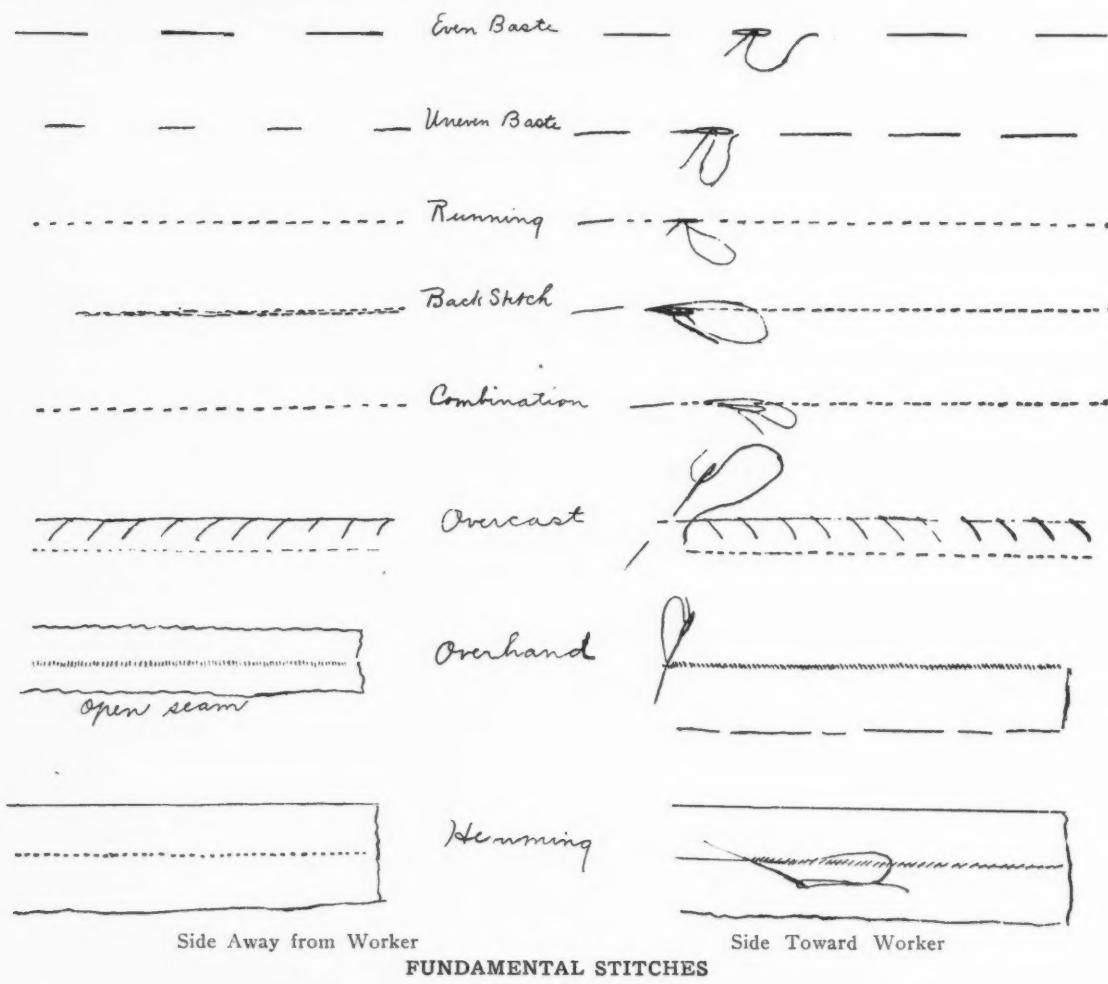
Lenna G. Baker, Domestic Science Dept. Stout Institute, Menomonie, Wis.

## THE ORGANIZATION OF SEWING CLASSES

Since the aim of our school work is to teach people how to live and enjoy living, the schools should teach those lines of activities which are closely related to every day's work. This means that, for the girl at least, the work of the school must parallel the work of the home. A greater proportion of the girls from the ungraded schools than from other schools become home-keepers, hence it would seem that it is more essential that the home activities be taught in the ungraded school than in any other. Nor can it be argued that the girls in the schools are trained for homemaking in the home itself, for there is too great an evidence of the lack of training in the appearance of many homes and of many girls. Is it sufficient that pupils are taught the distribution and economic value of the textile industry, for instance, but are given no ideas of how to select fabrics suited to a given purpose, or how to care for such fabrics; or, that they are taught how to enjoy the best in literature and art; but are given no help in the performance of the necessary duties of the home that they may have leisure to enjoy literature and art?

Perhaps the reason more attention has not been given

to efficiency in home work in ungraded schools is not that the need for it is not felt, but that there are insufficient funds available for equipment, and no time available in the full program of the teacher of the ungraded school. The latter is the only possible objection to the introduction of sewing, in that little equipment is necessary. Since excellent results in handwork depend upon repetition of hand movement and not upon lengthy discussions of theories, the time for the presentation of a lesson by the teacher is much less than the time needed for the skillful execution of the directions by the pupil. One lesson a week might be given and during the other days a period similar to a study period could be given to the work by the pupils. The same supervision could be given this work as is given to other subjects during the preparation period. Lessons which involve a general discussion of some phase of the work as that of selection of material might be given during the general exercise period in that all pupils could be interested. It is just as essential that a boy be able to pick out a shirt that will wash well and wear well and is becoming in color as that a girl be able to choose suitable material for a dress. The choice of design might furnish a very interesting topic for the drawing class. Special time is then required only for specific directions for each problem.



FUNDAMENTAL STITCHES

**Equipment for Sewing**

The equipment for sewing is simple. Each child should provide herself with a thimble of suitable size, a rule or a tapeline, a pair of small scissors, a few pins and a paper of needles varying in size from five to ten, and a box or bag in which to keep these. It is probably wise for the teacher to add to her own equipment a tapeline, an emery ball and a pair of large shears. If a machine can be obtained the work can be carried much farther. The pupils should label each article with the owner's name. Scissors may be labeled by sewing a tape, on which the name is written, in one of the handle loops. Thimbles may be labeled by scratching the initials on the plain portion at the base, or by pasting a name label around the base. In the choice of scissors it will be found more satisfactory to have smaller pairs of good quality rather than large shears which will not retain an edge. In thimbles aluminum are preferable to brass and are not more expensive. Celluloid thimbles are a trifle more expensive, but are cooler and do not pierce readily.

**Beginning Work**

The problems chosen should, of course, be those which involve the fundamental processes in sewing. There are eight fundamental stitches used in plain sewing—(1) the even basting stitch; (2) the uneven basting stitch; (3) the running stitch; (4) the back stitch; (5) the combination stitch; (6) the overcasting stitch; (7) the overhanding stitch, and (8) the hemming stitch. All of these stitches are taken from right to left.

The even basting stitch is made by passing the needle over and under equal spaces of material, each stitch is approximately one half inch long. In beginning it is probably well to have pupils measure a number of stitches in order that they may learn to gauge the distance by the eyes. The even basting stitch is used to hold materials together loosely.

The uneven basting stitch is made by passing the needle under one half as much space as it is passed over; the side toward the worker showing stitches one half inch long, one fourth inch apart; the side away from the worker showing one fourth inch stitches, one half inch apart. It is used to hold materials a little less firmly than the even basting stitch.

The running stitch is made in the same manner as the even basting stitch, except that the stitches are much smaller, being only one sixteenth of an inch long. This stitch is used for gathering in fullness.

The back stitch is made by putting the needle under one sixteenth inch of material and bringing the needle thru, then putting the needle back into the point of the first insertion and bringing it out one eighth of an inch ahead of the insertion. The succeeding stitches are made by inserting the needle back one sixteenth of an inch and bringing it out one eighth of an inch ahead of the insertion. The side toward the worker has the appearance of machine stitching, the side away from the worker shows a double line of threads. The stitch is used when a very firm seam is desired.

The combination stitch is a combination of the running stitch and the back stitch. It is made by first taking two running stitches and then continuing with a back stitch and two running stitches.

The appearance on the side toward the worker is that of three back stitches and a space; on the side away from the worker, a row of running stitches every other one of which is double. This stitch is used when a seam of ordinary strength is desired.

The overcasting stitch is made over the raw edge of material. The thread is fastened by making a back stitch, bringing the needle thru to the side next to the worker. It is then put over the edge of the material and brought thru on a line with the back stitch. The depth of the stitch and the space between stitches depend upon the texture of the material, the distance between stitches being twice the depth of the stitch. It is usual to make the stitches one eighth of an inch deep and one

fourth of an inch apart. Both sides of the seam are alike. The stitch is used to finish a raw seam.

The overhanding stitch is made over selvedges or turned edges of cloth. It is made like the overcasting stitch except that the stitches are very close together and very shallow; usually about two threads of material deep and two threads apart. It is used when a very close, strong seam is needed. On the right side of the material the stitches run parallel with the thread of the cloth.

The hemming stitch is made by inserting the needle thru the main piece of the cloth taking up a few threads parallel to the fold of the hem and bringing the needle up thru both the main piece and the hem.

**Making Useful Articles**

These stitches may be applied to innumerable articles and those chosen should be practical. The practicability and economy of making garments in the home must be decided by each homemaker, but the care and repair of garments is a duty which cannot profitably be slighted. The stitches used in mending are the same as those used in making, but since mending is unattractive to most people—children not excepted—it is probably wiser to teach stitches by using them in making small articles and later apply them to mending. It will add interest to the work if the articles made are those used in connection with some particular activity. A shower or dowry chest might be made for the different rooms of the house.

**For the Kitchen:**

Holder, dish cloth, dish wiper, hand towel.

**For the Dining Room:**

Silence cloth, napkin, napkin holder, spoon or fork case, doily.

**For the Living Room:**

A sweeping set, consisting of dust cloth, Canton flannel broom cover, sweeping cap, apron.

**For the Bedroom:**

Mattress pad, sheets, pillow case, comfort, spread.

If the bedroom articles seemed too large to be handled in the school room, small articles for a child's bed or even a doll's bed could be made.

While the immediate aim of the work is to secure good results in sewing, incidentally habits of neatness and accuracy will be developed. To encourage the formation of such habits it should be noticed before each lesson that each child is ready for work. The hands should be scrupulously clean. The child should sit erect with the soles of the feet resting comfortably on the floor, the work being held within sixteen inches from the eyes. Thread should always be cut, never bitten or broken. The thimble should be worn on the large finger of the right hand. The needle should be held at its middle with the thumb and first finger, the eye of the needle resting against the thimble. Drills in threading the needle, measuring distances accurately, and cutting to a line should be given frequently. Attention to mechanical detail will mean much to future skill and speed.

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**THE FOUR-LEAF CLOVER**

I know a place where the sun is like gold,  
And the cherry blooms burst with snow;  
And underneath is the loveliest nook  
Where the four-leaf clovers grow.

One leaf is for hope, and one is for faith,  
And one is for love you know.  
And God put another one in for luck  
If you search you will find where they grow.

But you must have hope and you must have faith,  
You must love and be strong and so,  
If you work, if you wait, you will find  
The place where the four-leaf clovers grow.

—Ella Higginson.

# Elementary Agriculture

## How Its Teaching May Be Promoted by the Holding of Exhibits

By Lester S. Ivins, Supervisor of Agricultural Education, Ohio

Progress is the watchword of the hour. It is true, I believe, that in no decade of our country's history has there been such a marvelous growth and development

the exhibit and each pupil should be represented by some kind of work.

It was about twelve or fifteen years ago that these regular school exhibits were held by different school men in the various states. These exhibits could also be seen at the World's Fair at St. Louis and also at the Jamestown Exposition. The writer had the pleasure of seeing the exhibit work on display at the St. Louis Fair and was told that the school exhibit was one of the best possible means of increasing school sentiment. Up to this time I had not given the matter serious consideration, but upon returning home decided to hold an exhibit at the high school where I was teaching. It proved to be a great success and three other annual exhibits were held during my employment at this school. It happened that the subject of Agriculture had been introduced in this high school the year before (1903) and the exhibit idea aided us in bringing before our patrons the character of work done in this new branch of study as well as in all the other branches.

As a result of these exhibits and the introduction of agriculture the school attendance increased from 68 to 92 per cent of the average daily attendance upon the monthly enrollment. Tardy marks decreased one-half. School visitors increased five fold.

I was afterwards employed as superintendent of a township (Turtle Creek, in Warren County, Ohio), with the understanding that agriculture was to be introduced and given as much attention in these fourteen rural schools as any other branch of study. Upon taking charge of these schools we found fourteen different sets of books in use in the fourteen schools, very few records of any kind were being kept by the teachers; from fifty to five hundred tardy marks during the school year in each school, and the attendance, as shown on the clerk's record, was sixty-two per cent, the average daily attendance upon the monthly enrollment. There of course could be no uniform course of study under such conditions and little interest was manifested by the pupils and much less by the school patrons. As agriculture had done so much to improve school conditions in the high school district referred to above we decided early in the school year to hold an agricultural exhibit at the close of the school year to show the work of the township pupils of these fourteen rural schools. Altho the teaching of agriculture had been required of the teachers two or three years before in this township it was not a success until 1907.

This success of the teaching of the subject was brought about, I believe, very largely because the pupils understood there was to be an exhibit of their work at the close of the year and they took more interest in the work to be done.



A Float Exhibit of a Consolidated School at a Township Fair in Illinois

in nearly every line of work as has been experienced in the past ten years.

This being true the report made by the high school committee at the last meeting of the National Education Association at Chicago was a great surprise to many people of our country. This report stated that after an investigation covering twenty five states the high school courses were found to be thirty years behind the times.

The report of the rural school committee showed that out of 20,000,000 school children in the United States 12,000,000 were in rural schools and less than one-third of this number received the proper school instruction. When we are forced to admit that school affairs generally have not kept pace with this onward progress in all other lines of activity, we ask the reason for this lethargy in school affairs. The answer in most cases is, a lack of school sentiment.

The officers of some of our Normal Schools and colleges noted this in their schools years ago. In about the year 1865, Alfred Holbrook established at the Lebanon, Ohio University what afterwards became known as "An Annual School Exposition." These were intended to show the work accomplished by the students during the year. When the parents came from all parts of the Union to attend the annual commencement they were permitted to see what their sons and daughters had been doing during the past year. This plan was afterwards adopted by other higher institutions of learning.

Later on school superintendents held what was called Drawing and Penmanship exhibits. These afterwards included Manual Training and Domestic Science. Exhibits containing Drawing, Penmanship, Manual Training and Domestic Science are being held in many parts of our country today, but these cannot be properly called school exhibits because not all school work is represented. To be a regular school exhibit at least seventy-five per cent of all work taught should be shown. That is if a school gives instruction in 24 branches, eighteen of these at least should make up



Children's Home Garden Products Exhibited at a Fall Fair in Illinois

This exhibit of agricultural work was to be composed of work to be selected each week from the regular work done in the schools. In order that the parents might feel that we were not giving too much emphasis to this new branch we decided to make an exhibit of all work done in the school as well as agriculture.

The agricultural exhibit in addition to the manuscripts showing regular work done consisted of collections of wood found in each district, seeds classified as garden, field and weed seeds, corn and other seed testers, drawings of modern dairy barns and farm houses, model farms showing two, three and four-year rotation, model silos, old birds' nests made by the beneficial birds, bird houses to suit the fancy of the wood-pecker, martin, bluebird and wren, samples of different types of corn, mineral collections, mounted flowers and weeds, baking and sewing by the girls, drawing to show different types of farm machinery and sixty experiments that were performed by the children with home made apparatus.

Each of the fourteen schools was represented by one or two pupils in the literary exercises held in connection with the exhibit. We had two speakers from the State Department of Agriculture to deliver addresses on Agricultural Education. During the four years from 1907 until 1911 as the result of agricultural instruction and improvements in methods of instruction in all the school subjects brought about by an organization of good teachers working harmoniously with their superintendent, the school attendance increased from 68 per cent to 94 per cent of the average daily attendance upon the monthly enrollment. There were less than one-tenth as many tardy marks and more interest was manifested by the parents.

The influence of agricultural instruction emphasized by the annual exhibit had a marked effect upon the future plans of the children. For example, when this work was first begun, the question, "How many of you expect to remain upon farms and become farmers?" was asked of all the pupils above the fourth grade in the township, and 15 per cent said they intended to remain on farms. After four years of instruction in agriculture and manual training the same question was asked of the same pupils and 85 per cent said they expected to remain on farms, thus seeing the sentiment in favor of the farm was just the reverse.

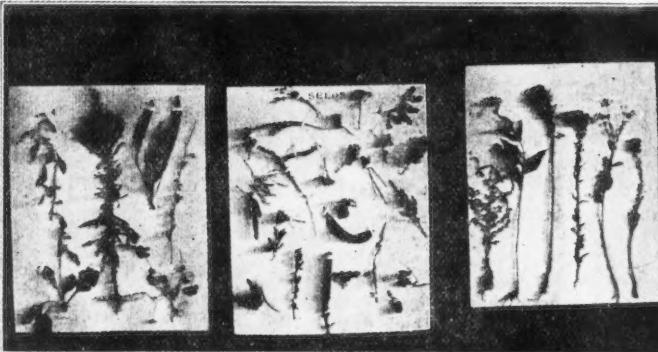
Three years later other townships and villages in the county took up the exhibit idea, thus enabling us to unite all the townships and villages in the county into what was afterwards called a county school exhibit. This county school exhibit is held annually at the county fair. The advantages of a county school exhibit held at a county fair are as follows:

The people of the entire county see the work of all parts of the county. 2. It has a tendency to elevate the moral standard of the fair. 3. Children's day is celebrated by all schools at the county fair, and a good social time is enjoyed. 4. People that never visit schools go to the fair and thus all see what work is being taught in the schools. 5. It produces a better school sentiment. 6. Children and teachers of all schools see the work of other schools and get many new ideas and plans for carrying out their school work. 7. A large number of good books are annually distributed by the Fair Board among the schools as premiums on the school work.

Where county exhibits are held, strict rules and regulations covering all points should be adopted by the county board having control of the exhibit.

In the past few years many counties in Ohio have established the county school exhibit, and the past year the State Board of Agriculture inaugurated the State School Exhibit. Several counties made displays at the State Fair School Exhibit at the capital during the last State Fair. Three thousand dollars were offered in cash prizes for work exhibited at the last State Fair.

Special attention and special prizes were offered on the best agricultural displays from each of the four agricultural districts as well as from each county in the



Charts Showing Obnoxious Weeds, Exhibited by Pupils at a County Fair in Illinois

state. A sweepstakes prize of one hundred dollars was given to the county making the best agricultural exhibit, and cash prizes were given on the individual entries of which each county exhibit was composed.

Ohio now has over eight hundred high schools and more than ten thousand elementary schools teaching agriculture. It is conceded by most educators that the annual exhibit of school work, as well as the products cultivated by the children, has done much to promote the successful teaching of the subject and aid in securing the passage of the law making the teaching of agriculture mandatory in all the public schools outside of city districts.

Note.—The teacher can secure detailed information on "How to conduct a local, township or county agricultural exhibit" by securing Agriculture in the Public Schools, March Bros., Lebanon; 153 pages, price 35 cents.

"Whoever you are, be noble;  
Whatever you do, do well;  
Whenever you speak, speak kindly;  
Give joy wherever you dwell."

"Let us be content to work,  
To do the thing we can, and not presume  
To fret because it's little."

Elizabeth E. Browning.



A Corn Exhibit

## EXAMINATION DAY

By Willis N. Bugbee, Syracuse, N. Y.

## Characters

Teacher, Pupils (any number), and three Committeemen.

## Costumes

Pupils wear ordinary school clothing. Teacher wears white apron, long dress, eyeglasses, and has hair done up. Committeemen wear long trousers, long coats, high hats, spectacles and canes. The teacher and committee-men should be larger pupils.

## SCENE

A schoolroom. Small chairs should be placed in rows at L of stage, and small stand at R for teacher's desk. A bell, books and ferule are on table.

The books used by pupils should be marked in large letters,—“ARITHMETIC,” etc.

(Enter Teacher.)

Today is zaminations  
In every single class;  
I hope that all my pupils  
Will have the luck to pass.

The school committee's coming;  
They'll be here by-and-bye  
To ask the hardest questions  
And all the reasons why.

They really make me nervous—  
These school committeemen,  
And all of us are happy  
To see them go again.

(She looks at watch.)

It's time to call my pupils;  
I'll go and ring the bell.

(Takes bell from table.)

I hope they all have studied,  
And know their lessons well.

(Goes to side of stage and rings bell for a minute.)  
(Enter pupils with books in hand. They march once or twice about the room, then in and out between the rows of chairs and finally stand in position beside the chairs. Music may accompany the march.)

## Teacher—

Good morning, little pupils,  
You're looking bright and gay;  
I s'pose you all are ready  
For zamination day?

## Pupils—

Oh, yes, we're ready, teacher;  
We've studied very hard;  
Our jogerfy and hist'ry,  
We have 'em by the yard.

We've learned most all our tables  
And sums in 'rithmetic,  
And we've studied conjergation  
Till it's almost made us sick.

The bones that's in our bodies,  
We know 'em all, I guess;  
But spellin', oh, my goodness!  
That's worser'n all the rest.

## Teacher—

Well, take your seats, dear children,  
And sit up nice and straight,—

(Children take seats and hold books in front of them.  
Sound of steps and voices outside.)

The school committee's comin';  
You won't have long to wait.

(Enter school committee, very officiously.)

Committee—(looking about). Ahem!  
Good morning, Mistress Teacher!  
Good morning, children dear!  
We're glad on this occasion  
To find you all are here.

(To children)

The first of all the questions  
Will be in 'rithmetic.  
Don't be afraid to answer,  
And speak up loud and quick.

(The arithmetic class, or those who have “arithmetic” books, may arise.)

First Man—(taking book from table and opening it.—Ahem!

If Johnny had an apple,  
And took a teeny bite,  
How much was left for sister?

(Looking at class over spectacles)

Now who will get it right?

Pupils—(repeating)

If Johnny had an apple  
Like those down to the store,  
And only took one mouthful—

(Pause. Then suddenly raise hands and answer quickly)

O-o-oh, sister'd have the core.

First Man—Correct.

Second Man—Hist'ry class may rise. (They arise.)

The next is one in hist'ry  
About a famous man.  
Who was the firtest pres'dent?

(Looking over glasses.)

Now tell me, if you can.

Pupils—(repeating)

Who was the firtest pres'dent,  
And helped to make the laws?  
That question's awful easy,—  
Of course 'twas Santa Claus. (Sit down.)

Second Man—Just right, so he was.

Third Man—Jogerfy class may rise now. (They arise.)

Now, here's a jogerfy question  
That's not so very odd,  
But yet it is a sticker,—  
Where is the “Land of Nod”?

Pupils—

Oh, my! that's awful simple,  
As simple as can be.  
It's just beyond the "Shut Eye Town,"  
Close by the "Lollipop Sea."

Third Man—Good! Good! So 'tis.

First Man—Grammar class is next. (They arise.)

The next is one in grammar,  
Some word to conjugate;  
You might take "love," for instance,  
That's better than to "hate."

Pupils—

"I love" (point to themselves)  
"You love" (point to committeeen)  
"She loves" (point to teacher).

All—

We all love our teacher,  
We all love our school,  
We all love to study  
And all obey the rule. (Sit down.)

First Man—Splendid! Splendid!

Second Man—The spellin' class may rise. (They arise.)

Now comes the test in spellin',  
And that will be th: last.  
The word to spell is "kitty,"  
And please don't spell too fast.

Pupils—

Oh, that will be just lovely,  
To spell our pussy cat.  
C-a-t, spells kitty,  
Now what d'ye think of that? (Sit down.)

Committee—

We think you've all done splendid;  
No doubt but what you'll pass,  
For all have stood one hundred  
In every single class.

Pupils—(clapping hands together and holding them clasped.)

Oh, good! We are so happy,  
For now we'll graderate.

Teacher— \*

And now let's join in singing,  
This day to celebrate.

(All stand and unite in singing to tune of "Hold the Fort.")

Now the studies all are over,  
Let us all be gay;  
We're to have a long vacation,  
Just to romp and play.

Chorus

We are happy, oh, so happy!  
Nothing now to fear,  
For we've no more zaminations  
Till another year.

(Curtain.)

## First Grade Language Lessons

Supt. Charles S. Foos, Reading, Pa.

The primary object of language in the first grade is to teach pupils to tell about things or events. They should learn not only to talk, but to talk fluently, distinctly, correctly, and interestingly. They should learn to give oral expression to the thought and the emotion that make up their conscious lives. To this end, the teacher's first task is to arouse the pupil, to adapt him to his new environment, to gain his attention, so that she may stimulate thought and arouse the emotions. The most cogent factor to accomplish these ends is story-telling. Tell simple stories that children may understand and appreciate, and you will not only gain attention and arouse interest, but you will get the confidence of your pupils. Encourage them to talk. Gradually their diffidence and hostility will disappear, and success will attend your efforts. To be sure, story-telling is no easy task. Because one has not the natural gift is no reason not to make the attempt. One can learn to tell stories. Begin. Don't whine; don't complain. Plunge in. Take a short story. You may fail, but plunge in again. Make up your mind to succeed. Of course, you must know your story and you must know it well. You must understand the plot and the spirit of your story; you must understand it in all its details; you must enter into its emotional element; you must appreciate its aim; you must relish its humor; you must adapt yourself to the story. The story, so to speak, must be a part of yourself—your eyes, your hands, your feet, your head.

In telling stories keep in mind your aim; gauge your listeners; hit upon the psychological moment. Be natural, simple, brief, and direct. Tell stories; discuss them by means of questions; have pupils tell and re-

tell them; illustrate them with pictures, when possible; dramatize or play the story; write the story on the blackboard and have pupils read it. As the stock grows assign special stories to special pupils.

Tell, rather than read, the story. The book is often a barrier between the child and the teacher. The pupils thus learn the habit of self-reliance and acquire the power to tell about things and events. Illustrate stories with pictures when possible. Thus the story of the Indian may not only be thrillingly told, but impressed by means of pictures and drawings of the Indian, the wigwam, bows, arrows, etc. At first the work will be fragmentary and discouraging, but child after child will tell more and more, until shyness will disappear and most of them will talk easily. Thus, by means of the picture and the story, pupils may become familiar with two of the principal types of English composition—description and narration.

In the selection of stories be guided by your judgment and your estimate of the capacity of your pupils. The stock of stories now published is immense, and there is no law to prevent you from making up your own. The old rhymes that have come down thru the years furnish an excellent basis for this work. Fairy and folk-lore tales, nature stories, and historical stories for special days, are helpful.

The story also helps to build a vocabulary and to cultivate the reading habit. It broadens the child-mind and stimulates the imagination and sympathies. It has, too, an unconscious ethical value. Children draw their own deductions of propriety in the conduct of characters, and a teacher may thus have a helpful weapon to gauge her pupils and to impress proper life conduct.

# Studies of Noted Paintings

Elsie May Smith



The Gleaners, by J. F. Millet

## THE GLEANERS—MILLET

No picture of Millet's is more widely known or ranks higher than his famous "Gleaners." Indeed, it is generally recognized as one of the world's greatest works of art,—a priceless treasure which like Raphael's Sistine Madonna, or Milton's "Paradise Lost," belongs to the spiritual inheritance of the race. The picture has the inevitable appeal and the finality of conception and treatment which belong to the great work of art.

Nothing could be more superb than the treatment which the artist has given to the subject. There is nothing but the bent forms of the three women and the harvest field in the distance with a few farm buildings in the extreme right of the background, but into this simple scene the artist has packed a world of meaning. Here we have suggested to our minds the whole struggle of the suffering poor, we see the bent forms of toiling, eager workers who find the bare necessities of life hard to procure, and who must as it were, "gather up the crumbs which fall from the rich man's table."

These women are the type of a whole class. They are the epitome of a vast band of struggling humanity. In their poverty and need, there is a real dignity of life as well as a deep pathos. They have calmly and resignedly met their lot and are making the best of it. Consequently they have risen superior to it, and are "more than conquerors," and yet there is deep pathos in the necessity which impels them to this method of satisfying their need. We honor and respect them

while we pity them. The dignity of their attitudes outweighs, in our minds, every thought of squalor, or of degradation of poverty. Here poverty is a noble heroism, not a mark of inferiority. It is a spiritualized sacrifice, not a sign of inefficiency.

Notice the grace of these figures,—the solid strength, the suggestion of capacity for sustained and arduous labor. These women are splendid specimens of the hardy peasants of France whom Millet knew so well and loved so much. Beyond them we see the stacks of grain, the loaded wagon, the rider, possibly an overseer, on horseback, and the low line of farm buildings in the background. The effect of the whole landscape and the placing of the women within it, is extremely beautiful and captivating. It is the kind of composition which we find only in the works of the greatest masters. Over all the picture is an atmosphere of exquisite charm, a mood of spiritual insight, of deep earnestness and artistic sincerity which are characteristics of all Millet's work. His pictures are the product of "a man with a soul" as we commonly express it. It is this spiritual intensity which gives this picture its guarantee of immortality.

### QUESTIONS FOR STUDY

What is this picture called?

Why is it called "The Gleaners?"

What are these women doing? Why do they gather up the fragments of grain which have been left?

Are they then very poor? Do they seem to rise above their poverty? In what sense?

Are they strong, capable looking women? Why do you think so?

Is there also dignity and grace about them?

What do you see in the distance behind them?

What besides the wagon and stacks of grain?

Do you see any other human beings? Any buildings?

Do you think the landscape view in this picture is a pleasant one? Why do you think so?

Are the women well placed within it?

To what nationality do these women belong?

Do they stand for a whole class of people? In what way?

Do you think there is a great deal of meaning in this picture?

Explain what the picture means to you, and the effect which it has upon you. Is it a pleasant effect? In what way?

Do you think this is a really great picture? Why do you think so?

Has it taught you any great truth? What truth, or truths, has it taught you?

Do you think the man who painted it was earnest, and sincere, as well as a great artist? Why do you think so?

#### THE ARTIST

Jean Francois Millet, one of the greatest French painters of his time, was born at Greville, France, in 1814. He was one of nine children. His father was a poor peasant, and, until eighteen years of age, Millet spent much of his time doing the hard labor necessary on their little farm, located in the Norman village of Gruchy, near Cherbourg. His grandmother and his uncle, a priest, taught him, as well as they could, the rudiments of a general education. He learned to love books and to read them when he could find the time.

Very early he showed his talent for drawing and painting. It was so marked that his gift was unmistakable that his father determined to send him to an art school. Hence, it happened that the year 1834 found the lad studying with the artist, Langlois, at Cherbourg. Here his remarkable progress influenced the city council to give him a small pension that he might go to Paris to study. In 1837 he arrived in the capital—a raw country peasant, uncouth and ungainly, but with a pleasant, good-looking face. He became a pupil of the artist Delaroche. In 1843, he left this artist's studio, determined to paint pictures that he might earn a living for himself and his wife, as, in the meantime, he had married a Cherbourg girl of his own class, and had to support her as well as himself. He painted portraits for less than a dollar apiece, or signs and placards for the booths of horse dealers or rope dancers at the fairs, and lived on the proceeds as best he could. But his nature revolted against such work. In 1848 he painted "The Winnower" in his own happy vein, dealing with a phase of peasant life, and thus foreshadowing his life's work. This picture brought him a hundred dollars, giving him courage to defy the world and follow the promptings of his own genius.

His friend, Jacque, the artist, persuaded him the following year to go with him to the little village in the forest of Fontainebleau called Barbizon. The two painters with their wives and families journeyed to Barbizon, where, as it happened, Millet was to remain for the rest of his life, reflecting glory and renown on the little village because of his work, and helping to found there a famous school of painters. Millet was then thirty-five years old and devoted his energies to the work which in his youth he had felt called upon to do. Here he produced "The Sower." His pictures were refused by the Paris salons where the public did not care for pictures of genuine peasants. His friends helped him to sell the now famous "Gleaners" for about \$400. Today many of his pictures are worth more than their weight in gold. Hundreds of thousands of francs would be

required now to purchase the very works which were once despised and rejected with cruel jeers. He did not grow discouraged, but kept at his work, while he loved deeply and passionately the rustic people about him, and understood the primitive grandeur and pathos of peasant life.

In 1853 he exhibited at the Salon in Paris "The Reapers," followed soon by "A Shepherd" and "The Sheep Shearers," and received his first medal in 1855. "A Peasant Grafting a Tree" appeared two years later, and "The Gleaners" in 1857. After this time his pictures were much discussed. Some bitterly criticised them and others praised them passionately. Pictures which followed from time to time were "November," "A Woman Churning Butter," "The Angelus," "The Man with the Hoe," "The Church at Greville," for which 12,200 francs were paid after Millet's death, and "Harvest of Beans," in which Millet introduced a portrait of his mother and the cottage in which he was born. He gave the laborers in the field a dignity, significance and grandeur which placed him on an equality with the greatest masters in their elevated artistic culture, while his figures revealed perfect truthfulness to nature. He did for painting what Burns and Wordsworth did for literature.

Success came to him in time. There was no question of his reputation from the beginning of the sixties. At the World's Exposition, in 1867, where nine of his pictures were exhibited, he was literally covered with distinction, and received the gold medal of honor. He lived to see his "Woman with the Lamp," for which he had received only 150 francs, sold for 38,500. "Now," said he, "they begin to understand that my work is serious." Early in the year 1875 he was prostrated with a fever and died on the 20th of January. His funeral occurred on a cold, damp day, and there were few who came to pay their respects to this great man. When the news reached Paris it caused a great shock; but his real, lasting fame has been increasing steadily since, as the years have come and gone, and the people have awakened to the meaning and worth of his message and spirit.

#### THE SONG OF THE BEE

Buzz! buzz! buzz!  
This is the song of the bee,  
His legs are of yellow;  
A jolly, good fellow,  
And yet a great worker is he.

In the days that are sunny  
He's getting his honey;  
In days that are cloudy  
He's making his wax.  
On pinks and on lilies,  
And gay daffodillies,  
And columbine blossoms,  
He levies a tax!

Buzz! buzz! buzz!  
From morning's first light  
Till the coming of night,  
He's singing and toiling  
The summer day thru.  
Oh! we may get weary,  
And think work is dreary;  
'Tis harder by far  
To have nothing to do!

—Marion Douglass.

For the structure that we raise,  
Time is with materials filled;  
Our to-days and yesterdays  
Are the blocks with which we build.  
—Longfellow.

# FOR THE PUPILS' NOTE BOOKS

These pictures of "The Gleaners" by Millet, are to be cut apart and one given to each pupil for pasting in his exercise or note book relating to the study of the subject.



## Great Churches of the World :- Mexico, Speyer and Mainz

Numbers 11 and 12 in Our Series of Illustrated Studies Begun in January Issue.

### The Cathedral of Mexico City.

The largest and oldest cathedral on the American Continent is that of Mexico, which covers several acres of ground. The seating capacity is about 12,000.

The cornerstone was laid in 1573, upon the site of a great Aztec temple which Cortez destroyed. A small church was erected there two years later, and then fifty years afterward came the foundations of this mighty building, whose walls were completed before the Puritans had landed on Plymouth Rock.

In form the cathedral resembles a Greek cross, 426 feet long, 203 feet wide; it has two naves, 20 side chapels, a sumptuous high altar. The interior is Doric; the exterior Spanish Renaissance. Its two open towers are 218 feet high. The choir has a balustrade formed of an alloy of silver, copper, and gold, which weighs almost three tons and is worth more than that weight in solid silver.

Inside the cathedral was once a single statue of gold set with diamonds, valued at \$1,000,000, and the altars contained precious stones before they were plundered in some of the revolutions of the past, and by the infidel governments.

The cathedral has one bell so



CATHEDRAL MEXICO

heavy that it would take forty horses to haul it if it could be broken up and loaded on wagons. The clapper

of that bell weighs 200 pounds. On clear days the bell can be heard six miles away.

It is Gothic, and is surmounted by six towers, of which the highest rises to a height of 270 feet. Noteworthy features are the Tenth century brazen doors of the main entrance, and the gorgeous tombs of the archbishop-electors. The cathedral was thoroughly restored in 1856-79.

According to the report made by a commission of architects the cathedral is menaced by destruction. Various parts of the edifice are sinking, particularly those which rest on piles. The people of Mainz are hoping to avert the danger by a thorough underpinning and restoration. This, however, needs a great deal of money, and steps are being taken at Mainz and in Berlin for the object of supplying the necessary funds. The Kaiser has promised to be one of the principal contributors to the fund.

There is an old prophecy that the length and solidarity of the German empire are bound up in some mysterious way with the life of Mainz's cathedral.

The archbishopric of Mainz was founded in 747 by St. Boniface. The Archbishop, during the Middle ages, was both a spiritual and a temporal ruler, and was one of the Electors of the empire. Since 1901 the see has been a bishopric. Its greatest bishop of modern times, was Baron von Ketteler, the father of social reform, who is buried in a memorial chapel in the cathedral.



### Speyer Cathedrals of Speyer and Mainz Among the Most Noted In Germany.

The cathedrals of Speyer and Mainz, built during the eleventh and twelfth centuries, are striking examples of the golden prime of German architecture. They still remain in Catholic hands.

That of Speyer, is the oldest Romanesque church in the Rhineland, and is equalled in size only by the cathedral of Cologne. Its construction was begun in 1030, by Conrad the Second, and in its original form was completed by his grandson, Henry the Fourth. It was long the burial place of the German emperors. It

suffered in 1689 and 1794 from the vandalism of the French; and was completely restored in 1858.

The great St. Bernard preached in the cathedral, and was saluted by the miraculous statue of Our Lady as he knelt in prayer before the high altar.

It was at a Diet (or parliament), held at Speyer in 1529, that the "reformers" were first styled "Protestants."

The cathedral of Mainz was constructed in 978-1008, but the present building dates principally from the Thirteenth century, the original structure having been destroyed by several conflagrations.

**It's a good plan to remit subscription for next school year, before leaving for your vacation.**

## The Catholic School Journal

### AT THE PORTAL.

A Commencement Play.

By Sister M. Florentine, Nazareth Normal School,  
Rochester, N. Y.

#### FOREWORD.

This little allegorical play has been written for children who are celebrating their first great triumph in the field of education. For "Graduation Day" is for each and all a day which marks the successful issue of children's efforts in the pursuit of knowledge. Associated with the pomp and show is the ever present thought—"We are at the portal of life—we must choose wisely, or all our previous teaching has been vain." Religion is then personified as the guide who first met them at the Baptismal Font, and during their infancy and youth has conducted them to the present moment. She offers her assistance and guidance during life's journey up the "Mount of Home," where the Heavenly Father awaits their coming.

The play closes with a tableau in which all participants are represented. Little children dressed in rainbow hues form over the portal the "Bow of Promise," while distant music is heard.

#### SUGGESTIONS.

**Past**—enters singing and then speaks.

**Present**—enters and they sing together. (Exit both.)

**Class**—enters singing.

**Future**—appears outside the portal accompanied by little flower girls. (Class exit.)

**Future**—enters and speaks. (Exit.)

**Class**—returns singing and celebrating their Festal Day.

**Religion**—enters accompanied by Faith, Hope and Charity.

**Religion**—speaks: Soft music.

(Curtain. Tableau.)

#### STAGE SETTING.

Three gates through which Past, Present, Future and Religion enter. Of if preferable only one gate may be used. (Religion should enter through the gate which Past enters.)

#### COSTUMES.

**Past**: Dressed in Greek costume (lavender) carries a large scroll.

**Present**: Dressed in Greek costume (yellow) carries an hour glass.

**Future**: Dressed in Greek costume (pink) is attended by little flower girls (and other children could be dressed in the rainbow hues, and form the "Bow of Promise") before the portal, through which Future enters.

**Religion**: Dressed in Greek costume (white) carries a large cross, whose base reaches to the floor. The cross is made of incandescent lights, which should not be turned on until she says: "My name—Religion." Her attendants are Faith, Hope and Charity, carrying their symbols.

The cross which Faith carries ought not to be quite so large as that borne by Religion. Her incandescent lights should have yellow bulbs. Hope should have green bulbs, and Charity red bulbs, which should not be lighted until Religion says: "The cleansing Font of Holy Baptism" etc., because the beauty of it is in the surprise which the unexpected illumination gives.

Have the children who represent Faith, Hope and Charity smaller than the one representing Religion.

Have the cross and anchor reach to the floor.

Close with a tableau.

#### SPIRIT OF PAST.

##### 1.

Father Time has bade me hasten  
With my scroll—a record true  
Of the brave and faithful labors,  
Which, with pride, I now renew.

##### 2.

I would fain reward my heroes;  
On each brow, the laurels place;  
Seal, in words of love and fealty,  
Friendship's bond, in one embrace.

##### 3.

But my duty is accomplished,  
Naught but praise my lips can say  
Of this class of happy children,  
Benedictions on their way.

#### SPIRIT OF PRESENT.

##### 1.

Thanks, dear Past, for all the treasures  
Thou hast brought this youthful band;  
Gifts are they of heavenly impress,  
Sent by God's own loving Hand.

##### 2.

Wealth of mind, and soul, and body  
Hath enriched their lives for aye;  
And we thank the God of Bounty  
For the blessings of to-day!

##### 3.

Swiftly fall my glitt'ring sand-grains,  
Numb'ring moments grown more bright  
In the after-glow of mem'ry,  
That illumines each mind tonight.

##### 4.

Past nor Present may not tarry,  
Future will be here anon,  
And this hour so long awaited,  
Then, forever will be gone.

##### 5.

Will they falter at the portal,  
Or press on with eager feet?  
I will open wide the gate way,  
There is Future, come to greet.

#### SPIRIT OF FUTURE.

##### 1.

As the roseate hues of morning  
Tint the sky of youth's fair day,  
And, in gentle color language,  
Love, and hope, and joy portray.

##### 2.

Thus, I bide at school life's portal,  
Bearing messages of love,  
Deep within these petals hidden,  
By the Gardener above.

##### 3.

Shall I strew their way with roses?  
Ne'er a rose without a thorn,  
Thorns precede the beauteous rose-buds—  
Souls untried are most forlorn.

##### 4.

After trials, there follow blessings;  
Each may grasp them, if he will;  
So, I'll pave their road with flowers,  
Virtues odor to distil.

##### 5.

In the wake of ev'ry footstep,  
Souls will rise and bless the tread;  
That brought sweetness to life's pathway,  
And to God their spirits lead!

#### SPIRIT OF RELIGION.

##### 1.

A guide is needed for life's journey  
To counsel, aid, and comfort lend,  
To show the soul the path of virtue,  
And foil the snares that e'er attend.

##### 2.

Mine is a Divine commission  
In Eden's Garden, it began—  
To tie again the bond of union  
Twixt God and guilty creature-man.

##### 3.

My name, you know, then is "Religion,"  
I bring a loving God's bequest;  
Faith, Hope, and love are my attendants,  
And, in their company all are blest.

##### 4.

The cleansing font of Holy Baptism  
Reclaimed you from Satanic power;  
And Faith, and Hope, and Love eternal  
Adorned your soul from that glad hour.

##### 5.

And then, I clothed you in a mantle,  
And on your finger I did place  
A ring—a pledge of love's sweet union,  
Your robe was sanctifying Grace.

##### 6.

Together, now, we climb the foothills  
That lead us to the "Mount of Home,"  
Where God, your Father, waits to greet you,  
And ne'er again will let you roam.

##### 7.

I will refresh you on the journey  
With Sacraments, the Food Divine;  
And with the aid of Sacramentals,  
Your heart to God will e'er incline.

##### 8.

Take naught but good works as your burden,  
Bedew your lips with balm of prayer,  
And life will yield a heavenly foretaste  
Of joys that only Saints may share.

## The Health of the Teacher An Experienced Doctor's Suggestions

By Dr. W. A. Evans, Chicago.

"Will you write an article to help school teachers living without city conveniences keep well?—E. P. B."

The above request is abstracted from a recent letter. In replying, the emphasis will be put upon the "how" phase of the question. The questioner had in mind the teachers who teach in country and small town schools, where the buildings are poorly equipped; where there are but few conveniences, comforts or safeguards; where the equipment cannot be greatly changed; where the water comes from wells, the heat from stoves or hot air furnaces, and in bad weather the children bring muddy shoes and wet overclothes into the schoolrooms; where the schools are not connected with sewer systems.

The question is: What can the teacher do to keep herself healthy?

I am starting with the assumption that most teachers know that the percentage of ill health among teachers is somewhat high and want to do what they can to rectify it. They are asking the question "How?" That question we shall try to answer.

I should say that first in importance is nerves. In an article written for that most intelligent group, the school teachers, it is not necessary to go into minor details. Nerves result from poor mental methods. The cure for nerves is mental training.

To every explosion there are two factors—the irritating party and the irritated party. The teacher works all day trying to control the irritating party. She will not succeed unless she devotes some part of the day to training the irritated party.

### Poise and Self-Control.

I have just read a booklet that I think would be of great aid to teachers. It is called "Calm Yourself." It is sane, good-natured, poised, clear, scientific and simple, and it sells for 50 cents. Another excellent book is Arnold Bennett's "Human Machine." For years I have had benefit from Osler's "Essay on Equanimity."

Poise can only come as the result of training. Bennett sets aside a half hour a day for this self-training. This is enough if the teacher will carry its influence on throughout the contacts of the working day.

We must not lose sight of the fact that the best training of the irritating factors is the influence of a poised, irritated factor. A teacher who has always been tired and cross and learns how to be tired and good-natured will find it much easier to control the tired and cross children.

The "how" of poise is a matter of training one's mind so that good mental habits replace the faulty ones. There is no other way. This should not prove difficult to mental trainers—school teachers.

### Need Water and Fruit.

The exceedingly hard days for the teacher and the pupils are the bilious days. Biliousness is usually due to constipation. Therefore, one of the "hows" to how to avoid constipation.

The teacher should keep a pitcher of water and a glass on her desk. She should drink from half a gallon to a gallon during the school day. It will be better if she makes no particular effort to keep the water cool. It should be taken in sips every few minutes during the day.

She should keep fruit on her desk and eat one or two pieces during the day. In the main the fruit to eat is apples, but these should be varied with pears, peaches, bananas, oranges, limes, turnips, carrots and radishes. The fruit should be washed, then wrapped in clean paper and thus kept in the desk. Some of it should be eaten unpeeled. Bananas, lemons, limes and, for most people,

oranges should be peeled. This should be supplemented by such a change in the food at home as will tend to prevent or overcome constipation.

### The Problem of Contagious Diseases.

It has been noticed that contagion is worse in the spring than in the fall. In large cities, where they plot out diagrams of contagion, they find that the curve starts low when the children come together in the fall, that it gradually rises through the winter and peaks in the spring.

With some forms of contagion this rule does not always hold true in the country schools. For instance, a country school may have a run of measles in the fall and be free in the spring. The reason is that country communities are commonly free from measles, and, when by accident the contagion gets in in the fall it spreads. The city harbors measles all the time, and the law of growth is not subject to the same chance.

The reason for this gradual rise in the sickness line is that carriers of colds, pneumonia, diphtheria, scarlet fever and other forms of contagion come into the schools. There is a gradual spread with a gradual rise in severe illness.

The point to it is that mild illnesses bear a relation to severe illnesses. Their relation to contagion is well proved. In fact, it is easy to demonstrate it in schools provided with nursing, inspection and laboratory service.

### A Method of Protection.

From the students, the teacher catches some diseases. The "how" of the situation is as follows: Let her keep her own record of the children's ills. In this record she should enter such minor ills as headaches, sore throats and colds. For this purpose she can devise her own blank. Possibly she will find it to her advantage to make use of the scheme of health survey of pupils got up by Dr. Hoag, blanks for which are on the market.

The teacher will not be highly susceptible to contagion. In this day practically all of the teachers worth saving are vaccinated and are therefore in no danger from smallpox. Most of them have had ordinary forms of contagion. Some have not.

Alertness will serve to protect the teacher and her school. In time she will be able from the record of colds to suspect scarlet fever or diphtheria, or from the record of diarrhoea to uncover a chain of atypical typhoids.

Tuberculosis in children is rarely contagious. If it is open, it is. If the child has discharging glands in the neck or a consumption with sputum there is some danger to the teacher. If such children must remain in school the teacher must see that the sputum or pus is burned.

### Watching Temperature and Air.

The schoolroom must be provided with a hygrometer. The usual form of hygrometer is also a thermometer. A record of the temperature must be kept. This record should show the temperature in different parts of the room at different distances from the window, and different levels above the floor.

The temperature of the room should not go above 68. This is easy enough if the floor is kept warm and the windows are tight. The usual complaint of cold is due to uneven temperature in the room—a temperature of 75 at the head level and at 65 at the feet level, a temperature of 80 around the stove and of 60 next the window.

If the school is in a town where there is electric current during the school hours, electric fans will remedy this defect. The air next to the skin is about 90; the air next to the window may be 55. Obviously, then, in winter time the fans should not play directly on the pupils. They should play on the radiators or stove or the inside wall.

If fans are not possible, what can be done? I am assuming that the heating system is in and cannot be

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changed. The windows must be periodically opened and the room blown out. It is better to keep the room at 55 to 60, even if the children must continuously wear their wraps, than it is to keep the head in air at 75 and the feet at 65.

If the teacher's feet are cold during the day, let her provide herself with moccasins made of sheekspin tanned with the wool on and with the wool on the inside. Such moccasions are on the market.

### Important Safeguards.

Let her keep the humidity about 50. This means about ten degrees difference between the readings of the wet and dry thermometer. This means frosted windows on a wintry day. There is no health in a school where the windows, if single, do not frost on a wintry day.

If the room is heated by a stove, a large water pan on the top of the stove will furnish moisture enough. The pan must set flat enough on the stove to keep the water close to the boiling point. Gallons of water will be required, as one who watches the hygrometer will soon learn, and any arrangement that does not provide gallons to be evaporated will be ineffective. If the room is heated by hot air, a water tank must be set in the hot air chamber above the dome of the firebox.

To keep down dust Miss Morris of the Louisiana board of health recommends "dustless" sweepers, dust cloths wrung out of kerosene for each schoolroom and oiled floors."

### Examine Your Water Supply.

Write to the state board of health about the water supply. Tell them of the depth of the well; whether it is cemented or cased, and, if so, how far down the location of the well with respect to stables, privies, the schoolhouse and other sources of soil pollution; the type of the soil and the direction of flow of ground water (if known); whether the water rises during rains and falls during drought, and the taste of the water. The state board will either examine the water or else it will tell you whether water from wells of the type of yours is safe or not.

A water used by a group, say the school children, to be safe must be purer than water used by a single family. If the water is unsafe let the teacher make it safe by (a) heat or by (b) chloride of lime. Place the water in a kettle on the stove, bring the temperature to 160, and hold it about there for twenty minutes. Put it in a clean bucket and allow it to cool, the more quickly the better. Water heated in this way will contain no live typhoid or diarrhoea germs, and it will not be as flat as boiled water.

To sterilize water with lime: Have the druggist prepare a solution of chlorinated lime, one level teaspoonful to four cupfuls of water. Use lime from one pound tin cans. Keep the bottles corked well. One teaspoonful of this solution added to a two gallon bucket of water will sterilize it. The taste of chlorine will disappear after the water has stood twenty minutes.

### Sanitary Conditions Important.

The ordinary school yard privy should be substituted by the McCormack type recommended by the Kentucky board of health. This consists of an ordinary cheap, fly-proof frame house. The contents go into an underground septic tank 6x5x5, and the run-off is through forty feet of unglazed tile. If the soil is a loam, a sand or a gravel, this tile is laid under ground. If the ground is clay, the tile should come to the surface, and the effluent should flow in contact with the air.

### Recesses Good for Children.

Recesses are good for children. This truth is molded into custom. The recesses are good for the teacher. Custom has not recognized this truth.

The teacher will do well to get a bit of fresh air at each recess period. For her short essay out of doors she will be better off if she does not wrap up too much. Warm covering for her hands, feet and head and the ordinary schoolroom clothes are about enough. But a few minutes and her heat making apparatus will be equal to the strain.

A dozen deep breaths will serve to distribute the blood heat well and keep the skin warm. To move about briskly not only makes heat by burning up muscle, but it distributes the heat to those parts of the body where cold is appreciated.

### Teacher Must Have Physical Exercise.

As the teacher's work is mental, unless systematic effort is made her muscles will grow flabby and soft. The

powers of muscular conformation will also suffer. Therefore the wise teacher will devote some time each day to muscular exercise.

Some teachers will find a way to go into a cold room, preferably a heated room with wide open windows, and use some form of rubber cord or weight exercise for fifteen minutes a day. Those who cannot do this can exercise while teaching reading, taking part in ordinary conversation, or riding to and from school.

The muscles can be exercised by having them pull against each other quite as well as by having them pull against a weight. With the hand lying quietly in the lap, every muscle of the arm, forearm and hand can be made taut. Wherever in the body there is a group of muscles there is also an antagonizing group. When these two groups pull each against the other, each is exercised, and no change in posture results.

### Get Sleep and Physical Comfort.

The teacher must go to sleep at night in a cold room. In order to be comfortable she must provide herself with high, warm slippers and a warm wrap. She must provide her bed with plenty of covering. But these requirements having been met, at least one window must be raised to the full. The room temperature in winter must be below 50.

She must not neglect her minor ills. She must remember that colds are contagious. She must keep her distance from children who have contagion of one form or another. If perchance she contracts a cold she must not neglect it. And, finally, let her have a care for the comfort of her feet and her eyes.

### INDIVIDUAL EDUCATION VERSUS

### PLAN OF COLLECTIVE EDUCATION.

In the March issue of Pictorial Review begins a series of articles on "The New Kind of Schools," from the pen of Ella Frances Lynch, the well known educator and investigator. In this series Miss Lynch is trying to throw new light on an old problem, showing how schools may be improved along practical lines. Miss Lynch is making a strong plea for individual education, versus the collective method, and while many of the public schools of the country are solving this problem remarkably well, still there are others which are backward in this respect and will find food for thought in this magazine series.

Miss Lynch said in part:

"In our schools the bright child and the one not so bright take just the same time to master the same studies. If the dull child needs the time, what is the bright child supposed to be doing? Left with nothing to stimulate to consider the needs of the children and the bondage of his mental powers, he either finds plenty to do in the schoolroom that is not prescribed in the curriculum and soon develops into a 'bad' boy, or he becomes an automatic model of 'goodness,' without initiative enough to undertake even mischief, applying the remaining hours in mechanical copying of some mastered operation—the desired 'uniform' pupil.

"A city superintendent, widely known as an inventor of methods, once boasted to me that by the aid of a tabulated list of pupils and a wall chart, he could tell from his office chair what any child in any school in his city would be doing at a given time! To his discipline of uniformity, nothing was more important than that the machinery of his little system should run with smoothness. He proposed to do the thinking for the schools of the entire city, both teachers and pupils. How can any teacher be expected to put her soul into her work under such conditions? Why should she be required to spend time and money in specializing for her life work and then be refused the opportunity to exercise the knowledge she has gained or her native gifts of reason, judgment or originality? We talk grandly of the teaching 'profession' and keep the teacher on a mental level with the machine

"A teacher in the seventh grade in a certain 'perfectly organized' school found that her class was very well up in history. The children had been taking history in daily doses for the past four years, and they had mastered the history of that particular grade, which was that of the colonization period of the war of 1812, with little effort since it was an old story. As many of the children were nearing the age when the compulsory education law would cease to keep them in school, and as they were pitifully lacking in studies which would help them in the battle of life, the teacher made up her mind to devote the time

left by the omission of history to arithmetic, spelling and letter writing, in all of which the class needed instruction. Full of enthusiasm she told of her grand scheme to her principal.

"But," remonstrated that individual, "you know you must not teach anything but history in the history period?" This sounded so absurd that the deluded teacher smiled. "But," she said, "what else can I do? The class is fully up to the year's work; do you want me to go on and on with the War of 1812?"

"No, no," protested the principal, "if you do that there will be nothing left for the eighth grade. You must review until the end of the year."

"And day after day in the sacred history period the class reviewed and cordially hated American history.

"Could anything indicate more clearly both the failure to consider the needs of the children and the bondage of their teachers?"

**Some Thoughtful Advice.** Advice is proverbially cheap, and sometimes it is excellent. We are indebted to an eminent educator for the following suggestions which he addressed to an assemblage of parents, but which apply quite as forcefully to teachers. The pithy sentences are worth thinking about:

"Let your boy with the first lisps of speech be taught to speak accurately on all subjects, be they trivial or important, and when he becomes a man he will scorn to tell a lie.

"Early instill into your boy's mind decision of character. Undecided, purposeless boys make namby-pamby men, useless to themselves and to everybody else.

"Teach your boy to have an object in view, the backbone to go after it, and then stick.

"Teach your boy to disdain revenge. Revenge is a sin that grows with his strength. Teach him to write kindness in marble, injuries in dust.

"There is nothing that improves a boy's character so much as putting him on his honor—trusting to his honor. I have little hope for the boy who is dead to the feeling of honor. The boy who needs to be continually looked after is on the road to ruin. If treating your boy as a gentleman does not make him a gentleman, nothing else will.

Addition	Subtraction	Long Division
58542	1551712	9256
89282	934687	39)361022
91754	617025	351
29229		
53325	Multiplication	100
92619	78309	78
60878	7	222
475629	548163	195
Short Division		
6)5614488		272
		234
	935748	38

The above are five of the 5580 examples in Fundamental Number Work.

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## The Catholic School Journal

### Third Catholic Charities Conference to be Held at Washington In September.

Preparations for the third biennial meeting of the National Conference of Catholic Charities at the Catholic University, Washington, September 20, 21, 22 and 23, are nearly completed. The first meeting in 1910 was attended by 360 delegates. The second meeting in 1912 registered 380. Indications of growing interest in the conference are found on every side. The executive committee expects this year's meeting to surpass its predecessors in enthusiasm and in the number of delegates who will attend.

Extraordinary activity in Catholic charities is now found in all of our larger cities. The National Conference of Catholic Charities is one phase of the remarkable progress that is now witnessed on all sides. The growing conviction that the conference answers a real need in our national organization, promises well for its rapid development into a power in our charities.

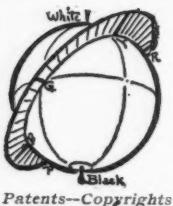
The solemn opening Mass will be sung by Most Rev. John Bonzano, Apostolic Delegate. The Conference sermon will be preached by Most Rev. Archbishop Keane of Dubuque.

There will be three general meetings of the entire Conference on the evenings of September 20, 21, and 22. All of the other work of the Conference will be done in section meetings, each of which has its own program relating to different sections of the field of relief. There are four such committees this year; one on Families, of which Mr. Thomas M. Mulry of New York, is chairman, and Mrs.

Otto Garges of Washington, is vice chairman; one on Sick and Defectives, of which Dr. Lawrence F. Flick of Philadelphia, is chairman and Mrs. Mary O'Brien Porter of Chicago is vice chairman; one on Children, of which Mr. James E. Fee of Boston, is chairman, and Miss Marie E. Lynch of St. Louis, is vice chairman; one on Social and Civic Activities, of which Rev. Dr. John A. Ryan of St. Paul, is chairman, and Mrs. Thomas Burns of Chicago, is vice chairman.

The programs of the four sections will be announced shortly.

Sept. 20th—"The Relation of the Federal Investigation of Industrial Relations to Problems of Poverty." Mr. F. P. Walsh, Kansas City, chairman of the Federal Commission on Industrial Relations. "The Case for Charities Indorsement Committees," Mr. Richmond Dean, Chicago. "The Case Against Charities Indorsement Committees," Dr. Charles O'Donovan, Baltimore.



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Sept. 21st—"Training for Social Work," Dr. Charles P. Neill, New York. "Life Insurance and Social Service," Mr. T. B. Graham, New York. Reports from courses of training in practical charities given in 1913-14: Chicago, Rev. Frederic Siedenburg, S. J.; Boston, Rev. M. J. Scanlan; Baltimore, Mr. J. W. Brooks; Cumberland, Mr. W. E. Walsh; Washington, Miss Mary Merrick; Pittsburgh, Mrs. T. Molamphy.

Sept. 22nd—"The Scope of City Conferences of Charities," Mr. Edmund J. Butler, New York. "Typical Organization of a City Conference in Catholic Charities, Mr. J. J. Fitzgerald, Brooklyn. "The Work of the Pittsburgh Conference of Catholic Charities," Rev. Thomas Devlin. "The Work of the St. Louis City Conference of Catholic Charities," Rev. J. J. Butler.

#### Nuns Fight a Burglar.

The convent of the Sisters of St. Francis and three parsonages in the same neighborhood, in St. Louis, were invaded, apparently by the same burglar, last month.

At the convent the intruder chased one nun about the building and choked another who came to her sister's rescue. He was frightened away when one of the nuns blew a police whistle. The burglar got away only with a pocketbook containing a few dollars.

#### Buildings to Cost \$400,000.

Most Rev. Neil McNeil, D. D., Archbishop of Toronto, has purchased 115 acres of land in and near that city for charitable and educational purposes. Twenty acres have been given to the Christian Brothers, who will build a college and novitiate at a cost of \$150,000. An orphan asylum to cost \$100,000, and a maternity hospital, calling for an outlay of \$150,000 are also planned for construction without delay.

#### 98,781,324 in United States.

The population of the United States and possession for July 1, 1914, will be 109,021,992, according to estimates by the bureau of the census.

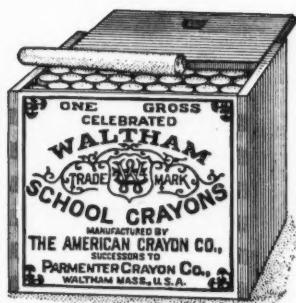
The population of the United States and its possessions in 1910 was 101,748,269, so there will have been an estimated gain of over 7,000,000 persons in a little more than four years. The corresponding estimates of population of continental United States for July 1, 1914, is 98,781,324, as compared with the population of 91,972,266 as returned by enumerators April 15, 1910.

#### Nuns for over 60 Years.

The Sisters of Charity of the Blessed Virgin Mary, are mourning the loss of a faithful and exemplary Domitilla, who died during the past month at Mt. Carmel, Dubuque. She was a member of the order for over sixty years.

Mother Aimee Brent, serving her sixth term as Mother Superior at the Academy of the Visitation nuns,

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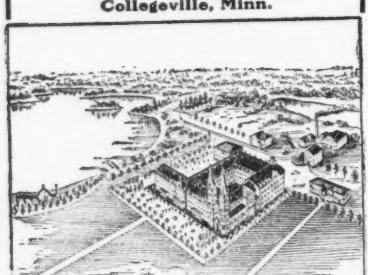
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St. Louis, Mo., recently celebrated the diamond jubilee of her entrance to the order.

### The Catholic Publication and Its Critics.

"We are living in an era of carpings, uncharitable critics," writes the Rev. Dr. J. P. Treacy in the Catholic Register-Extension, "in an age where even the holiest motives, the most exalted personages and most magnanimous actions are alike subjected to the blunt and jagged tooth of calumny and misrepresentation. Even we Catholics are not immune from this bacteria of criticism, this bug of fault-finding. There are those among us who reserve their patronage for secular publications and their knocks for Catholic periodicals."

#### Sister Fides' New Book.

Sister M. Fides of the Cathedral High school, Pittsburgh, Pa., a talented and versatile writer, who is a frequent contributor to various religious and secular publications, is now bringing out in book form the valuable series of historical studies entitled "Battles of Destiny," which have been appearing at intervals in one of the Pittsburgh daily newspapers. Presenting as they do critical studies of turning points in the world's history, the chapters of this book will afford most helpful material for high school and academy

teachers. We would also here mention Sister Fides' little book "Cloister Chords" as most suitable for vacation reading. It may be obtained from Ainsworth & Co., 623 S. Wabash avenue, Chicago, Ill.

#### \$850,000 to Catholic University.

By the will of Theodore B. Basselin, who died at his home in Croghan, N. Y., recently, practically his entire estate amounting to upwards of \$750,000, will go to the Catholic University, to be used for fitting young men for the priesthood.

Mr. Basselin was a widower, and left no surviving children or grandchildren. He was sixty-three years of age, and had accumulated his large fortune in lumbering operations. To employees and friends the deceased bequeathed life interests in funds totaling about \$100,000 and on the death of these heirs, the principal will go to the university.

By a codicil, \$110,000 is set aside for the erection of a hall at the university to Mr. Basselin's memory. Catholic institutions at his home in Croghan will receive \$125,000.

#### \$100,000 From the Misses Mitchell.

In addition to the above gift, in commemoration of their father, Judge John M. Mitchell, the first Catholic ever to be elevated to the bench of the superior court of New Hampshire, his daughters, Misses Agnes

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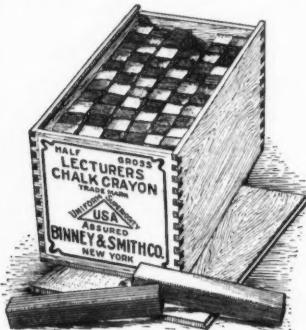
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### Catholic Total Too Small.

The Very Rev. Francis C. Kelley, president of the Catholic Church Extension Society, with headquarters in Chicago, says that the figures given in the official Catholic directory for 1914 showing the number of Catholics in the United States is "underestimated and ultra-conservative."

In the directory just issued the total Catholic population in this country in 1914 is given as 16,037,986 and the increase in 1913 at 913,827.

"These figures are regarded as greatly underestimated by the Catholic clergy of Chicago," said Dr. Kelley. "The conservativeness of the figures is shown in the fact that Chicago and Boston, two of the largest dioceses in the country where Catholic immigrants settle in large numbers, are not shown to have made any material increase in the last six years. Yet in that time at least forty new parishes have been established in these dioceses."

### Father and Five Sons Priests.

We read sometimes of a father and son, or of several brothers taking part together as priests in the celebration of the Divine Mysteries, says The Catholic Record of London, Ont. But an incident of the kind which took place in Scotland some years ago, and of which we are reminded by the death recently of the senior participant, is probably unique—at least in our age.

The late Father Francis Guppi of the Minor Observants, who died the other day near Glasgow, became a member of that Order upon the death of his wife ten years ago. He was at that time fifty years of age. His five sons all followed his example, and by special dispensation they were

all permitted to reside in the same monastery. So that on great festivals this father with his five sons could be seen in the sanctuary at the same time, the father sometimes, with two of the sons as deacon and subdeacon respectively, participating in the solemnization of High Mass. We are not aware of any similar instance in the ages of faith, but they do not lie upon the surface of history.

### Little Girl's Handiwork.

The new antependium on the main altar of the Des Moines Cathedral was made by a girl who is just sixteen years old, Carrie de Corpo, daughter of a fruit dealer. She had just refused fifty dollars for the lace before presenting it to Monsignor Flavin and her heart was surely exalted by her sacrifice.

Five years ago when she was eleven years of age, she began working on the ornament and during the last six months she sat up nights to have it ready for Easter. The antepen-

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## The Catholic School Journal

dium is a fine piece of Irish crochet lace, four yards long and ten inches deep and is a fitting ornament to the beautiful altar. Carrie De Corpo was born in Italy and came to this country when four years old. She was sixteen on April 23.

Here are some of the names with which Americans are or may be:

**Mexican Names.**  
come familiar, and their pronunciation:  
Huerta—Oo-ER-ta.  
Villa—VEE-yah.  
Zacatecas—Zac-ah-TAY-cas.  
Tamaulipas—Tahy-mo-LEE-pas.  
Queretaro—Kay-RET-o-roh.  
Jalisco—Hah-LEES-co.  
Quanajuato—Gwan-nah-HWAH-to.  
Oaxaca—Wah-HAN-kah.  
Tehuantepec — Tay-WHAN-to-pec.  
Tampico—Tam-PEE-co.  
Toreon—Tor-ray-OWN.  
Hidalgo—Es-DÄHL-go.  
San Luis Potosi—Sahn-Loo-EES.  
Po-to-See.  
Coahuila—Coa-WEE-lah.  
Aguas Calientes—AH-gwas Cah-lah-EN-tess.  
Tuxpan—TOOS-pam.  
Chihuahua—Chee-WAH-wah.



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Leading Catholic interests of New York, according to The Times, are planning the erection of a large building in the mid-town section, which will house the important Catholic charitable, corrections, and similar organizations. The plan is understood to be especially favored by Cardinal Farley. In addition to offices it is proposed to utilize the building for conventions and public meetings.

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**COMMENCEMENT THOUGHTS.**

By Sister M. Fides, Convent of Mercy, Pittsburgh, Pa.  
(Author of "Cloister Chords" and other books.)

"But the years that are to be  
Are the wisest witnesses."—Pindar.

A thousand Graduates—ten thousand maybe—have been deposited upon the beach of every-day life by the receding waters of the annual educational flood tide. Distinct for a day as Graduates of 1914, conspicuous for an hour amid baccalaureate acclaim and diploma-effulgence; tomorrow indistinguishable, and next day untraceably lost in the world ways; so runs the cycle from lost to lost; so it has been; so it shall ever be.

Dear youth, so mighty in the little circle and so pinpoint in the mighty circle; so hopefully generous to give what a void world shall insatiably claim; we would weep for you were it not that the fairest of all bands of youth, our own bright band, one day went forth even as you today, and for them all our tears have been shed; and, thank God, not twice may the same arrow wound us. But pity and prayer and blessing for you throb back of the old scars as we sympathetically see you in the day, the hour, the morrow, and the years.

**II.—Immortality.**

Commencement, roll-up of curtains, prelude-play—and how shall it all be in the end, individually, collectively, relatively, eternally!

And once a devoutly bewildered mind was lost in consideration of the motions of our solar system in stellar space. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune—all happily revolving upon their axis causing succession of day and night, and simultaneously revolving around the sun causing succession of seasons, and many planets attended by their respective satellite or satellites causing varying moon phases; and all this dance of complex-complex motion going on incessantly throughout all time at the rate of eighteen and a half miles a second; and all this mazy hurrying harmony kept in play by impalpable, invisible forces—centripetal, centrifugal, gravitation; and all our solar system but of sixth-magnitude-star brilliance in comparison with systems controlled by Sirius, Vega, Rigel, Arcturus, Antares, and countless other sun-stars! Well, that devoutly bewildered mind came out of this consideration devout only, having left its bewilderment behind in incredulity, inability to conceive or to follow wrought out conceptions, in wonderment, awe, quiescent content. *Te Deum Laudamus* sang the stars of night, and the systems, solar and sidereal, joining the star-sun chorus filled all the stellar concave with the music of the spheres. And the devout mind penetrating matter said to the children on the day after their Commencement day: "Ye are immortal; ye shall endure when sun and moon and stars shall have passed away; ye are of more value than they; ye are more wonderful; of complex-complex motion, of forces unnamed and unknown, ye hazy hurrying harmonies of God's great heaven-system—all shall be well with you in the end individually, collectively, relatively and eternally.

**III.—The Unexplainable.**

And so we dream. Yet for the here and now certain it is that, crowding beyond each uplifted curtain there are discordances that know not of complementary harmonies, and there are solemn questionings of the soul that life shall not answer; and "sorrow with her family of sighs," and mysterious evil.

"Yet ah:—why should they know their fate;  
Since sorrow never comes too late,  
And pleasure quickly flies:  
Thought would destroy their paradise;  
No more! Where ignorance is bliss  
'Tis folly to be wise.

"Eton College."—Gray.

**IV.—Character Divergencies.**

So near one another they stand under showering bouquets on Graduation day—they whom the years shall scatter over the wide, wide world: they whom destiny shall sundar far as honor is from shame, happiness from wretchedness, soul-success from soul-failure. Character divergence is already fatefully begun. Not the same to any two are the words of baccalaureate acclaim; to each they are as assimilated apperceptively. And the school years' sincerity or insincerity, purity or impurity, earnestness or carelessness, loveliness or unloveliness, worth or worthlessness shall, in great measure, determine the ap- perception of the graduate.

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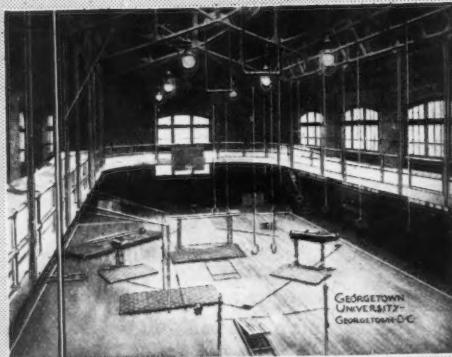
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So near they sit side by side in the classroom—and yet one is honestly struggling with mental difficulties and the other is shuffling, pretending, mentally insincere; one is at work with truth, the other at play with the lie; one is subconsciously making inevitable soul-success, the other soul-failure.

#### V.—The Years Will Tell.

Twenty, thirty, forty, fifty years from the year 1914, will witness the development of traits now scarcely distinguishable. Many an ugly duckling of today shall have found its home with the swans; and many a petted precocious classroom favorite shall have meteorically died out in darkness.

And things are not what they seem. The sun is not travelling west; earth is travelling east. The first sign of the Zodiac, Aries, is the last; and that last, Pisces, is the first. The constellations are not rising in the east and setting in the west; earth is revolving eastward. We never see the sun; we see the place whence the sun's rays issued eighty minutes ago. No two persons ever see the same rainbow at the same time. Puzzling paradoxes! And yet, perhaps, in the moral world there is as startling contrariety between the apparent and the real. And that stern disciplinary exactness which inexorably demands the child's best efforts, is true kindness; and that easy persuasive kindly coddling exactness which fails to arouse effort, is rank unkindness. That smoothing away of difficulties, that sentimental pity which would make the care-free school days a smooth, soft, Sybarite paradise, is appalling cruelty.

Children thus brought up are utterly unprepared to meet life as it is; they go down under the first biting blasts of the Real; and, in nine cases out of ten, their will-power is so unawakened or enervated that they never rise. And the Real doesn't care; its Juggernaut path is strewn with victims fairest of the fair, and the young, the hopeful, the full-blown promise-full are its daily dainty destructive delight.

All excellences wait on the height, but the weakling cannot climb.

#### VI.—A Hope and A Prayer.

Well, moralizers have thus moralized even from the days of Pindar; and the children, year after year and generation after generation, have, notwithstanding, continued hopefully and happily to advance unto the years that are to be—those fatal witnesses.

Beaten paths, indeed, are the paths of life and of death, and the children cannot choose but find them. We who are advanced on the way; we who know the Real and the Height and the paradox apparent—are yet honestly glad to hear the voices of youth on the pathway behind us:

"O what would the world be to us,  
If the children were no more?  
We should dread the dark behind us  
Worse than the gloom before."

and we breathe a prayer o'er the Graduates of golden today—that God will have them in his kindly care thro' all the years that are to be and lead them at last—attuned and approved and made vibrantly consonant by the life-discordances—to their waiting places in the eternal harmony of Heaven.

#### VALUE OF PUBLICITY IN EDUCATIONAL WORK.

(By B. L. I.-A. Religious Teacher.)

Times change, and institutions and individuals are affected consciously or unconsciously by each new phase. These changes influence the social world, the business world, the professions, and in fact every province of thought and action. The seal of approval of any person, place or thing, nowadays, is best shown by the expression very pregnant with meaning,—"Up to date." It would seem that the particular element of success called for by the time in which we now live, is a species of activity best defined by the almost slang expression,—"doing things." The present paper deals with this particular element of success in so far as it affects educational institutions. It is not a history of reforms, nor a criticism of systems, but a discussion of a few points of passing interest that daily come under observation.

To systematize we may divide these objects of observation into two classes. First. Those that concern the internal administration of an institution; Secondly, Those that have reference to its relations with externs. Matters of the first class must be left to some one whose experience in administration will be practical, not theoretical;

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but, those of the second class are more open to the speculator, and even to the ordinary observer. It is one of those cases in which, "He who runs may read."

Intercourse with the outside world means much to an institution. It gives it prestige among its fellow institutions; it elevates the status of education by stifling prejudice; it gives the school or college a fair name in its community which means much for its material progress. The survival of the fittest is as true in educational matters as in physiology or zoology. The educational institution that would live and prosper must make itself known, must keep in touch with all that is going on around it. It must reach out.

The catalog is the primary means of reaching out and on it much care should be expended. It should be gotten up neatly. No lies should be found between its covers. Theory should have little space. It is not an ideal at which we are to aim. It is a history rather than a prophecy. Make the school what it ought to be, and put the record of the school in the catalog. The names of the faculty and students should be given much prominence. Societies and academies should have their place. It seems human to find pleasure in seeing our names in print. Less about towels and napkins, and more educational requirements would be profitable advice for some Catholic schools. Every catalog or prospectus should indicate the salient and aesthetic elements which should permeate school atmosphere. They should be published regularly, and carefully numbered by volume and series.

As a supplement to the catalog nothing seems better than a periodical publication by the student body; or, by a representative portion of that body, united by some literary or social tie. This tends to keep students, faculty, alumni, and friends in close and happy intercourse. This publication may be monthly, quarterly, or even annual in its appearance. The pen productions of all, whether student or alumnus, should be welcome to its pages.

The alumni of a school are a living exhibition of its work, and should be its best advertisement to the outside world. The good will of the alumni therefore speaks much. The seeds of esteem and confidence on the part of the alumni should have been sown during their undergraduate years—not when college life is to them a vanishing picture of school boy tedium. The graduate who is ashamed of his Alma Mater, generally has reason for it. In this progressive age it can be usually simmered down to the trite saying, "You people aren't doing things."

The faculty of a college should give eager aid to all public demonstrations of legitimate kind. A public banquet, a municipal celebration, a religious anniversary, or a congress, should find the ablest talent of the local college at the front taking a prominent part in all proceedings. Recent inventions, discoveries, or astronomical features, should bring forth the professors in lecture or thesis. Likewise, courses in "extension system" are productive of good results.

Let me call attention to another link of the chain connecting the college with the outside world. This is the age of the free press. Daily papers spend enormous sums of money to gather matters of interest to their readers. Things of general information and of no mean value to the reading public occur daily in our colleges; but for want of proper system, these opportunities of publicity are left to smoulder and smoke instead of appearing as luminous articles, profitable to the writers as well as the readers. The press agent of a college should keep Catholic and non-catholic periodicals informed of every literary, religious and other matter of interest. Unfortunately, athletics alone seem to claim this attention.

The name athletics brings me to another form of outside influence, a much abused form however. The ethical value of athletics is beyond my subject. But let us look at the influences. We all like to see our boys win. We wouldn't be American if we didn't. Most of us, however, would prefer to suffer defeat than to be the object of the cutting darts of criticism that are so often thrown at Catholic colleges, and only too often with good reason. The Catholic college athletic club should be governed by a moderator whose valor is well seasoned with prudence—and with the other three cardinal virtues as well. He should be a man of honor, a good student of human nature, and youthful enough to take interest in matters that interest the students.

It must be remarked here that often in collegiate life, owing no doubt to the intense desire to be "up-to-date," many laudable ancient customs have been abolished; and this without improving on the past or even introducing a substitute. Among these may be mentioned exhibitions of class work and public examinations. Of the latter I have nothing to say; but the former, I believe, can be made an excellent means of keeping the school in touch with the public. Art, literature, music, science and elocution can in their respective ways be used to great advantage in keeping the school before the public and demonstrating its efficiency.

For prestige then, and intellectual and material growth, let the college look to its catalog, its publications, the alumni, press-talk and athletics, and let no opportunity of exhibiting class work go by. Let its students and its faculty stand in the spot-light and show that they are "doing things," and this will go far in insuring success and patronage.



The newly appointed master at a school had learned all about "cribbing" and such little dodges as schoolboys practice, and had not forgotten them.

One day, during a lesson in history, he observed one of his pupils take out his watch every minute or two. He grew suspicious, thinking that the pupil was consulting notes on the lesson. Finally he strolled slowly between the desks and stopped in front of the boy. Let me see your watch?" he commanded.

"Yes, sir," was the meek reply.

The master opened the front of the case. He looked somewhat sheepish when he read the single word, "Sold."

But he was a shrewd man. He was not to be thrown off the scent so easily. He opened the back of the case. Then he was satisfied, for he read, "Sold again!"

"Yes," exclaimed the young man, with a deep-drawn sigh. "I've finished my legal education at last!"

"And now," said the friend, "you'll sit down and wait for clients."

"Not on your life I won't," replied the young lawyer. I have a job promised me in a dry goods place."

John, whose father was a baker, was in the habit of bringing his teacher a fresh pretzel each day.

"I wish you would tell your father not to make them quite so salty," she once said, laughingly.

Thereafter, the shiny, brown delicacy—always minus the salt—was found frequently on her desk. "It is very kind of your father to make one on purpose for me," she told him.

"Oh!" was the startling reply. "He don't make them this way. I lick the salt off."

Bessie was sitting on the school steps one afternoon when another child, gaudily dressed, began to parade up and down before her, flirting her fan and swishing her skirts slyly. Bessie stood it as long as she could, but finally burst out:

"Dresses an' fans does not make ladies."

"But they helps," the other flung back over her shoulder as she sauntered by.

An American saloon worker was trying to persuade an Irishman to vote for the saloon by using the threadbare argument that if you close up the saloons and cut off the revenue, it will be necessary to close the public schools. "And the what will your boy do for an education?" "Well, begorra," said the Hibernian, "I'd rather have my boy learn his A. B. C. in heaven than to be able to read Latin in hell."

**AS TO SUBSCRIPTION ACCOUNTS:** Every subscriber to The Journal should have a receipt showing payment for the present year. If you received a statement of account recently and have not yet remitted, make it a point to do so before the matter escapes your attention again.

## A HEART-TO-TALK WITH SHORTHAND TEACHERS

These words are to the teacher who takes a real interest in her pupils, sympathizes with them, rejoices with them in their successes, and takes it to heart when they do not succeed or when it takes them too long to become stenographers.

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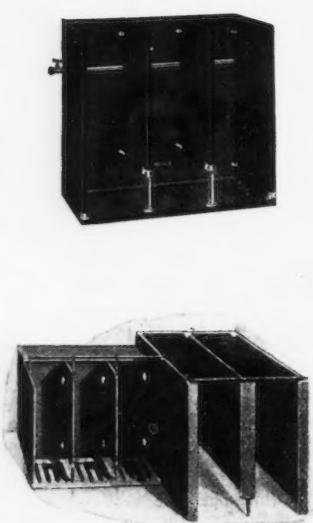
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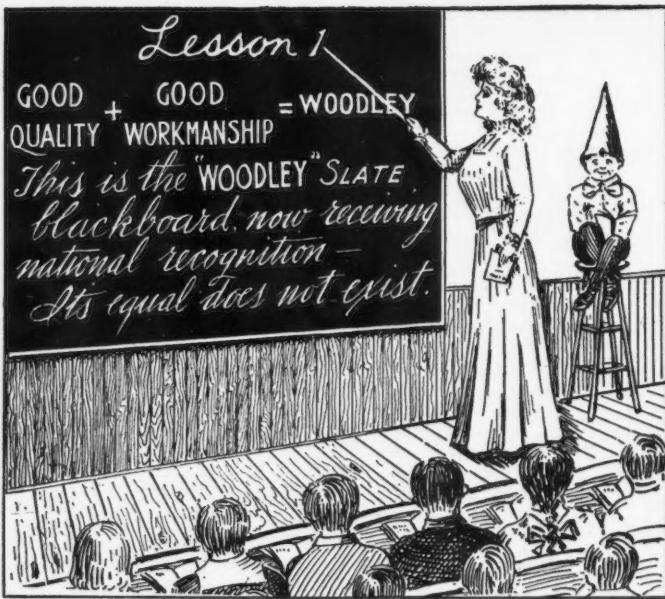


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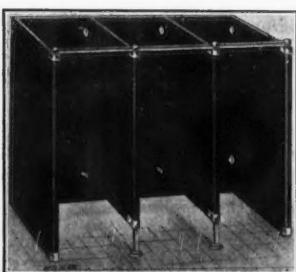


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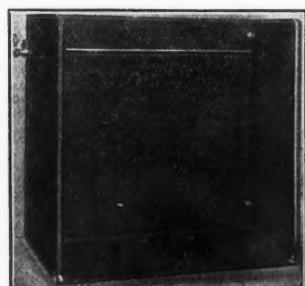
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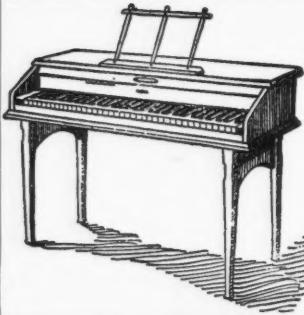
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